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ABSTRACT

Designed for new program directors, adult educators who are starting a new program, or those considering changes in existing adult education programs, this manual contains materials resulting from a four-year effort to improve adult education services, especially for persons with learning disabilities and serious emotional disturbances. The major portion of the manual provides specific information about the Proficiency Attainment Model (PAM) for adult learners, especially those preparing to take the General Educational Development (GED) tests. The mission of the PAM is to increase learners' success and improve, through learning and self-management strategies, the quality of learners' personal lives, work, and transition into the community. The PAM consists of seven program components that focus on the learner. These components include: (1) pre-enrollment; (2) orientation; (3) assessment; (4) individual prescription; (5) instruction and monitoring; (6) GED test-taking; and (7) transition to community. Materials are provided for implementing each component. The manual also includes materials for using the model in adult basic and secondary education programs as well as a suggested script that adult educators might use in their presentations. (CR)

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ED 457 642

The Comprehensive Adult Education Planner

Providing education for adult learners including those with learning and behavioral disabilities

Daryl Mellard
& David Scanlon

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Adult Education Program Support

Several of the materials included in this manual were developed by adult educators and other researchers. These materials were later adopted for this project, but those initial efforts significantly facilitated our work and improved this manual. We may unintentionally omit some names, but we do want to acknowledge clearly the contributions of these individuals:

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Introduction

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Division of Adult Studies

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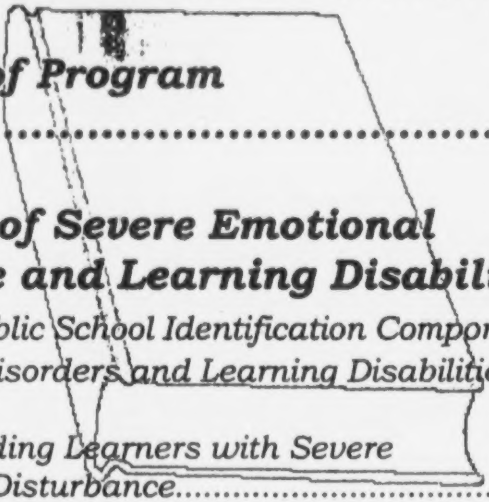


Introduction

In this introductory section we outline background information about the project leading to the development of these materials and present an overview of our adult education model.

This document is the result of a four-year effort to improve adult education services, especially for persons with learning disabilities and serious emotional disturbance. New program directors, adult educators who are starting a new program, or those considering changes in their current program may find this document a valuable resource.

What will you find in The Planner? The major portion of the manual provides specific information about the Proficiency Attainment Model (PAM) for adult learners especially those preparing to take the General Educational Development (GED) test. The manual also includes materials for using the model in adult basic and secondary education programs as well as a suggested script that adult educators might use in their presentations. The script, however, can and should be altered to fit the specifics of an individual program.

The Planner provides a detailed outline of procedures and materials to follow for providing effective and efficient adult education. All contents of this manual have been developed to be appropriate to meet the diverse needs of individual adult education programs and the wide array of adults they serve.

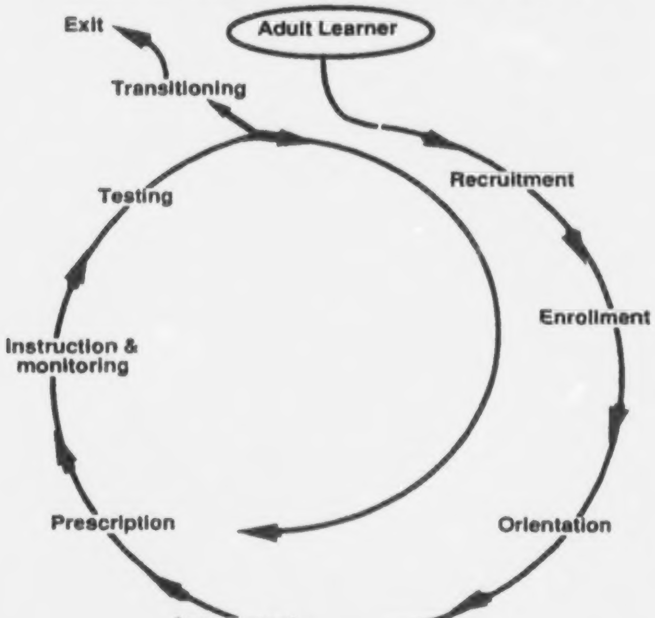
Proficiency Attainment Model

The Proficiency Attainment Model (PAM) provides one model for providing a comprehensive adult education program, especially for a program oriented to learners at the secondary level. The mission of the Proficiency Attainment Model is to increase learners' success and improve, through learning and self-management strategies, the quality of learners' personal lives, work, and transition into the community.

Adult education programs have much in common. They are intended to improve the knowledge and skills of their participants. In addition, they share a number of similar program features to reach that goal. Those feature are included in Figure 1, "An Adult Education Program Cycle," located below. Like the features of the cycle, the Proficiency Attainment Model addresses issues from the recruitment of learners, their instruction, and successful performance to their transition into the community.

Figure 1

Adult Education Program Cycle


Exit
Adult Learner
Transitioning
Recruitment
Testing
Enrollment
Instruction & monitoring
Prescription
Orientation
Assessment

The PAM consists of seven program components that focus on the learner. While the order of the PAM program components is not fixed, the organization provided follows a sequence intended to facilitate the model's best use. The components may be completed over multiple sessions of working with learners and the length of the sessions is a local program decision. Likewise, not all participants in adult education would want to complete all of the PAM components.

Below is an outline of the components of the PAM together with a list of the outcomes for adult learners who complete the different PAM components.

1. **Pre-Enrollment Component**
   After completing this component the adult learner will have:
   - Been provided with program description information
   - Completed contact information
   - Demonstrated awareness of program's service activities

2. **Orientation Component**
   After completing this component the adult learner will have:
   - Completed participant descriptions
   - Signed release of information forms
   - Identified accommodations
   - Identified preliminary outcome goal

3. **Assessment Component**
   After completing this component the adult learner will have:
   - Identified skill strengths and weaknesses
   - Classified educational functional level (1A, 1B, 2A, 2B, 3, or 4)

4. **Individual Prescription Component**
   After completing this component the adult learner will have:
   - Interpreted test results from appraisal test, OPT, or level test
   - Been introduced to learner self-advocacy skills
   - Set instructional and transition goals
   - Completed an Adult Learning Plan

5. **Instructional and Monitoring Component**
   After completing this component the adult learner will have:
   - Mastered learning strategies
   - Completed instructional goals

6. **GED Test-Taking Component**
   After completing this component the adult learner will have:
   - Mastered The Test Success Strategy
   - Successfully completed the GED

7. **Transition to Community Component**
   After completing this component the adult learner will have:
   - Completed community referrals
   - Set obtainable goals

Why was The Planner developed?

In the short history of federal and state funding of adult education and adult secondary level programs, a number of different program models have been offered or used. In that time several observations have been made:

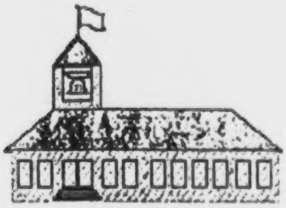
1) Various adult education models have been successful for individual programs, but none have emerged as dominant;

2) Adult learners with disabilities have been disenfranchised by a system that is truly their best alternative to the K-12 system; and

3) Adult education services and adult learners are not a priority for most legislatures.

Learners with disabilities have a higher likelihood than their non-disabled peers of dropping out of school and not returning to school or acquiring their high school education diploma. Estimates are as high as nearly 50%. In addition, learners with disabilities are over-represented in the population who is suspended or expelled from school. Cooley (1995) reported that students in special education were twice as likely to be suspended or expelled as students without disabilities.

Even more significant was that learners with behavior disorders were eleven times more likely to be put out of school. Mellard and Seybert (1996) concluded that these statistics are a consequence of schools' inadequate problem solving approaches to students' violent and disruptive behaviors.



Since these learners were put out of school or withdrew, the schools are unlikely to encourage their return. Adult education is the best alternative educational program for many of them. Adult education, however, has had limited preparation and even fewer resources to work adequately with these young adults.

This project started with the very specific focus of improving the recruitment, retention, and successful completion of the GED examination by adult learners with learning disabilities (LD) or serious emotional disturbance (SED). In the early months of the project, however, that focus changed. The project staff collectively realized that GED preparation and completion was a smaller part of the issue; for the most part, GED instruction and completion occurs in the context of adult education. We found that many adult educators offered more than GED preparation in their programs and that the entire adult education program is a better context within which to address the needs of adult learners with disabilities as well as the teaching needs of the adult educators who serve them. We also learned that improvements we were developing and introducing were positive and significant for all learners, not just those with LD or SED. Based on both facts, we expanded the direction of the project. Although the initial purpose of this project was to identify barriers to GED program participation and completion for young adults with disabilities, and to design, implement, and evaluate an intervention model to accommodate these learners' needs, the staff agreed to work on the barriers in adult education and to design, implement, and evaluate an intervention model in the total adult education context.

How was The Planner developed?

The project was able to work with three levels of sponsoring agencies in developing and implementing the model: 1) Community-based organizations; 2) unified school districts; and 3) a post-secondary setting. The first three years of the project were primarily completed with two adult education programs in Topeka, Kansas: the Adult Education Center (AEC) and the Let's Help Adult Education program. These programs are federally and state funded to provide adult basic education. Most of the work was completed with the Adult Education Center. The work with Let's Help largely involved interviewing adult learners. In addition, students in Topeka's three high schools were interviewed. A number of the expert advisors to this project also came from Topeka's public schools, social service agencies, and employment communities. In the third year of the project, the model was implemented at the Comprehensive Employment and Education Training Center (CEETC) at Fort Scott Community College.

The work was completed during two concurrent phases. In Phase One the preeminent issue was describing the adult education setting. These descriptions were synthesized from the following activities:

1. Video recording of activities in adult education to document setting demands and instructional practices;
2. Conferring with an Employer Advisory Panel;
3. Conferring with a Learner Advisory Panel;
4. Conferring with members of a Learner Phone Survey Panel regarding their participation in adult education;
5. Conferring with an Expert Advisory Panel of adult educators, mental health professionals, school administrators, school psychologists, and project consultants;
6. Holding collaborative meetings with the instructors at the Topeka Adult Education Center; and
7. Holding staff development meetings (1 to 2 days per month) with the instructors.

Phase Two focused on the design, testing, and validation of these materials. In the section of this manual on collaboration, the process of developing these materials is more fully described.

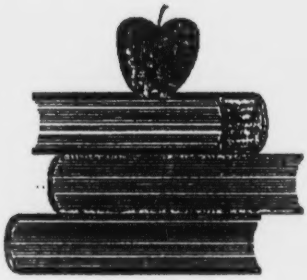
In the project's last 18 months, a group of adult educators assisted the project by meeting and reviewing the materials in this manual. These members were called the Kansas Adult Educator Reviewer Panel. As external evaluators they offered their recommendations for the materials and processes offered in this adult education model.

In several instances the procedures and policies described in The Planner are based on State of Kansas regulations. While these materials are based upon Kansas protocol, other states will likely have similar regulations regarding testing fees, age levels of participation, access to high school programs, integration with other state agencies and their services, and so on. Persons using the PAM materials are encouraged to make the appropriate substitutions in the text. As part of the development, we presented the materials to adult educators at regional and national conferences and used their input to make the content adaptable to all states.

Topeka Adult Education Center and Kaw Area Technical School. During the course of the project, staff at the Adult Education Center (AEC) contributed significantly to developing the Proficiency Attainment Model. The program at the AEC is sponsored by the Topeka USD 501 school district, receives federal funding, and is located at the Kaw Area Technical School. The program follows the procedures and calendar of the technical school. The AEC staff provides instruction and GED testing. At the AEC, learners can receive instruction in adult education classes, English as a Second Language, and citizenship. The program also has administrative responsibility for ABE (adult basic education) and literacy services in other locations in the community.

The AEC offers instruction during the day and evenings. In 1994, the total enrollment was 720; enrollees included: 435 (60%) in adult basic education, 205 (29%) in adult secondary education and 80 (11%) in English as a Second Language.

According to the 1989-1990 Kansas Statistical Abstract, the community of Topeka had a population of 119,883. The county had a population of 160,976 in 1989. The population included 8% African Americans and 5% Hispanic populations. Other racial and ethnic minorities represented about 2% of the population. An estimated 22% of the population over 25 had not completed high school. In the county, 11,739 (7%) persons lived below the poverty level.



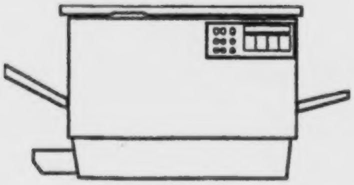
The Comprehensive Employment amd Education Training Center at Fort Scott Community College. The CEETC (Comprehensive Employment and Education Training Center) is a multi-faceted developmental and training center for Fort Scott Community College and its service area. The CEETC faculty offers a varied adult basic education curriculum including training in literacy, math, and employment skills, as well as assistance in obtaining a General Education Development (GED) certificate. FSCC students and faculty, as well as members of the community, are eligible to receive individualized assessment and instruction. Highly specialized in their content field, CEETC faculty members offer instruction to individuals free of charge with the help of trained tutors and the use of an assortment of training materials and technologies.

From July 1995 through July 1996, FSCC's Adult Education Program enrolled 191 students, of whom 117 completed and passed the GED test. Some of these students attended classes at off-campus locations including Girard, Mound City, the BEACON (a charitable community-based organization), the Southeast Kansas Regional Corrections Center, and on-site with local business and industry. Students also received instruction in basic literacy at the BEACON and Girard locations. During FY96 the

CEETC recorded a total of 2,480 logins, representing 18,178 hours of use in 42 categories of services. Twenty-eight peer tutors assisted fifty-six students for a total of 1,043.5 hours. Six ESL students worked with conversational partners who are also students at FSCC.

The CEETC faculty began formal adult education classes on April 28, 1997, utilizing the Proficiency Attainment Model (PAM). The PAM structure assisted the CEETC faculty in ensuring that each student participating in that session, as well as those in the following sessions, would successfully complete all the necessary requirements for the Pre-Enrollment, Orientation, Assessment, Prescription, Instruction, Testing, and Transition Components. Students in these classes received lessons in reading, writing, and math skills, as well as instruction in test taking and the Self-Advocacy Strategy for Education and Transition Planning.

A Note on Language. ***Participants*** are people who come to the adult education program with the intention of attending the program. ***Enrollees*** are participants who have attended 12 or more hours or have reached their objective. These definitions are from the federal government and are used in determining program funding for adult education centers.



Permission for Duplication and Distribution. You are welcome to adapt and reproduce any of the materials included in The Planner so that they are applicable to your adult education program, as long as the materials acknowledge this project. Included are materials we used at our research sites along with various blank versions of forms that do not identify a particular adult education program. We hope these versions facilitate adoption and use.

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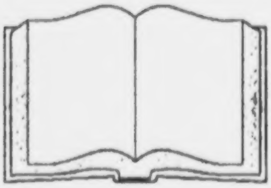

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Mellard, D. & Seybert, L. (1996, July). *Voices about school suspension, expulsion, and safety.* Report to the Kansas State Board of Education. Lawrence: University of Kansas, Center for Research on Learning.

Project Development and Evaluation Standards

Effective program innovations are planned; they do not occur haphazardly. Understanding the rationale for or desired outcomes of innovations is an important part of planning them. This rationale can be understood as a set of standards, goals, or specifications. These pages list the standards that apply to the planned innovations of the Proficiency Attainment Model (PAM). These standards were specified as guidelines for (a) developing and (b) evaluating the PAM. In this latter function, one will be able to ask questions about the degree to which the PAM successfully meets these standards.

The Proficiency Attainment Model:

1. Improves the quality of life of adult learners.
2. Is sensitive to learners' characteristics.
3. Increases academic independence through an instructional model that promotes life-long learning.
4. Is responsive to learners emotional needs.
5. Encourages learner retention.
6. Increases the number of learners passing the GED test and/or raises their functional level.
7. Has data or a theoretical basis for instructional practice.
8. Has a strategic instructional approach with an emphasis on learner group work.
9. Increases efficiency.
10. Is supported by consumer validation.
11. Can be replicated in other adult education centers.

Listed on the following pages are each of the standards accompanied by a brief description summarizing the intent or perspective for its inclusion. Also included are the indicators to be used for evaluating the quality of the PAM against that particular standard.

1. **Improves quality of life**
   Adults seek adult education with a variety of goals in mind, but fundamentally to improve their quality of life. Quality of life is a multidimensional concept that includes the concept of individuals becoming more integrated into the community in which they live. The number one standard for the PAM is to improve the adult learners' quality of life through activities that enhance literacy.
   Indicators:
   - Preparation for employment and promotion
   - Preparation for higher income and benefits
   - Preparation for an increased contribution to family
   - Preparation for improved social relationships (e.g., personal relationships)
   - Preparation for additional schooling
   - Preparation for increased community involvement in organizations and services

2. **Is sensitive to learners' characteristics**
   Individuals participating in adult education share the common goal of improved quality of life. These participants, however, are diverse as a group in age, gender, racial, ethnic, cultural, academic, and experiential backgrounds. The PAM was designed to acknowledge that diversity, and accommodate it by addressing the unique needs of individuals in GED attainment and improved quality of life.
   Indicators:
   - Diversity of adult education/GED participants
   - Learner satisfaction with staff's sensitivity to learners' characteristics

3. **Increases academic independence through an instructional model that promotes life-long learning**
   Employment is viewed by most as a basic necessity for improving quality of life. Attaining a GED or high school diploma is widely viewed as a basic necessity for obtaining employment. The PAM was especially designed to provide participants with the learning experiences necessary to complete a GED successfully and to pursue additional educational opportunities in occupational and post secondary settings. This model is learner-oriented and is directed towards completing the PAM to become more self-directed and demonstrate success in subsequent learning situations.
   Indicators:
   - Preparation for additional schooling
   - Preparation for increased achievement in learning
   - Learner satisfaction with increased academic independence

4. **Is responsive to learners' emotional needs**
   For many adults with disabilities entering an adult education program, educational success has been elusive. Their educational difficulties have negatively influenced how they feel about themselves and their educational opportunities. The PAM was designed to improve these learners' opportunities for success and their desire for further literacy enhancement activities. Thus, this standard explicitly builds on the relationship between improved self-esteem and increased motivation that comes from achievement of learner-directed goals.
   Indicator:
   - Learner satisfaction with program's responsiveness to learners' affective needs

5. **Encourages learner retention**
   Nationally, drop out rates in adult education programs approach 50%. It is speculated the rates are even higher for learners with LD and SED. The PAM was designed not only to increase the success rate of participants, but also to provide learning opportunities that encourage participants to remain actively engaged through the preparation.
   Indicators:
   - Learner retention rates
   - Learner level of achievement

6. **Increases number of learners passing GED and/ or raising their functional level**
   The GED was normed so that 30% of the general high school graduate population would fail to pass the exams. The PAM was designed to help more program participants pass the GED exams and do so at a higher level of performance.
   Indicators:
   - Successful completion rates on GED by learners
   - Higher level of achievement by learners

7. **Has data or theoretical basis for instructional practice**
   The instructional choices in the PAM were selected on the basis of validated studies and/or a theoretical basis. As new data and theories are validated, the PAM should change to accommodate that information.
   Indicators:
   - Citations in professional literature, presentations, etc.
   - Practitioner research

8. **Has a strategic instructional approach emphasizing learner group work**. Two elements of this standard are important. The first concerns the Strategic Instruction Model (SIM) and the second concerns cooperative learning. First, the SIM was not designed as a remediation tool, but rather to improve participants' learning abilities or processing. That is, once participants have mastered the principles of strategic learning, they have a tool to help them learn in new situations and with novel tasks. The SIM approach is not appropriate for all participants, however, and alternatives are necessary and are to be implemented.

   The second element is that adult learners bring with them a variety of experiences that give them valuable insights about the tasks they work on and complete with their peers. A cooperative learning structure capitalizes on the value of adult learners' working together to reach their goals. We generally live and work in a social community. The learning opportunities in the PAM provide another opportunity for learners to engage in cooperative, positive interactions as they learn.

   Indicators:

   - Implementation of validated instructional practices
   - Continued use of Strategic Instruction Model (SIM)
   - Experience in learning and working with others cooperatively

9. **Increases efficiency**

   An assumption underlying the PAM is that efficient use of learner time and effort are critical to participants' retention and success in the program. By providing intense instruction that includes immediate application to problems participants may confront (including GED sample exams), the PAM decreases the amount of time learners devote to activities unrelated to their goals. This makes the PAM more efficient.

   Indicators:

   - Increase rate of learner progress
   - Efficient use of instructional time
   - Learner satisfaction with program changes

10. Is supported by consumer validation

The PAM has multiple consumers including participants and instructors involved in GED preparation and adult education. Other consumers include employers and social service agency representatives who interact with program participants. Since the various consumers are closely involved in improving the participants' quality of life, the PAM's validation will incorporate information from all the various consumers. This effort will reinforce the concept that successful adult education performance has implications for others besides individual participants.

Indicators:

- Learner satisfaction
- Instructor satisfaction
- Other stakeholders' satisfaction

11. Can be replicated in other adult education centers

Topeka's Adult Education Center and Fort Scott's Comprehensive Employment and Education Training Center have provided two tests of the PAM's success. The intent is to have a package that can be readily adapted and easily modified in other adult education preparation settings.

Indicators:

- Adoption by other programs
- Support by KSDE adult education

Indication of Program Quality

The quality of adult education programs varies. To improve services for adult learners, the Indicators of Program Quality were developed by the Kansas State Board of Regents (KBOR), **Indicators of a Quality Adult Education Program, Including Standards and Measures** (2000). Available on-line at: http://www.kansasregents.org/academic_affairs/adult_ed/index.html.) A complete listing of these indicators is provided in the Appendix of this section (pp. 46-49).

Listed below are the indicators grouped to correspond to the relevant Planner components.

Pre-enrollment Component:

1. The program serves participants who are representative of the ethnic diversity of the under-educated population in the program's service area, including limited English proficient adults. (Measure 1.1)

Orientation Component:

1. The program serves participants with documented disabilities. (Measure 1.3)

Assessment Component:

1. The program serves participants in the lowest levels of education attainment. (Measure 1.2)
2. The program serves participants with documented disabilities. (Measure 1.3)

Prescription Component:

1. The program serves participants with documented disabilities. (Measure 1.3)
2. The number of participants with up to 2 program goals is directly proportionate to the number of participant outcomes. (Measure 3.2)

Instruction Component:

1. Participants make significant education/workplace readiness/technology gains. (Measure 2.1)
2. Participants not making significant educational/workplace readiness/technology gains do demonstrate progress. (Measure 2.2)
3. Participants spend a significant amount of time in instructional activities. (Measure 3.1)
4. The program incorporates use of technology into participant instruction. (Measure 5.1)
5. The program provides technology-specific instruction, including current computer applications and use of internet. (Measure 5.2)

Transition Component:

1. The program collaborates with multiple partners to provide quality services to adult learners. (Measure 8.1)
2. The program seeks and responds to input from local stakeholders pertaining to planning for local services. (Measure 8.2)

Definitions of Severe Emotional Disturbance and Learning Disabilities

Disabilities are defined in research, policy, and practice. Sometimes the same definition is even used in all three areas. In this section we provide definitions and characteristics of learning disabilities (LD) and severe emotional disturbance (SED) or behavior disorders (BD) that influenced the development of the PAM.

The LD and SED definitions have been revised over time. For example, in the federal definition, behavior disorders are referred to as serious emotional disturbance (SED). The distinction between BD and SED is not made in the Kansas public schools. In this project the BD and LD definitions used by the Kansas public schools were adopted. Almost all of the individuals with BD or LD who participated in the project had their disability identified while they attended public schools. Since these definitions were developed for persons ages 6 through 18 who were attending school, they have an academic focus. Other characteristics of the disabilities were largely ignored. For example, the BD identification criteria focus on school behaviors, not the mental illness characteristics a psychologist might address in a community mental health or correctional facility. Adult educators might see other characteristics of LD, SED or BD that are not included in this review.

Kansas Public School Identification Components for Behavior Disorders and Learning Disabilities. Kansas public schools use criteria for identifying students considered to have a behavior disorder and those considered to have a learning disability. This list includes characteristics that students must evidence for the school evaluation team to consider them having a disability. The complete listing is described in the *Kansas State Regulations for Special Education, Effective May 19, 2000.*

In addition to using these *conceptual* descriptions of SED and LD, decisions are based on assessment results. The extensive assessment process that is part of the evaluation and decision making is not included below because of the technical nature of that material.

Identification of Learners with a Severe Emotional Disturbance. Evaluation data show that students have one or more behavioral characteristics that are:

a. exhibited at either a much higher or much lower **rate** than is appropriate for their **age**;
b. documented as occurring over an **extended** period of time in two or more environmental **settings** within the school, home or community; and
c. interfering consistently with the students' **educational performance**. This interference with educational performance shall not be a result of intellectual, sensory, cultural, or health factors that have not received appropriate attention.

Assumptions and Model of an SED. Assumptions underlying SED include the following which also describe a model of a behavior disorder.

This disability:

1. Is understood as a disorder that responds to interventions.
2. Is addressed by intense interventions which have a positive, cumulative impact.
3. Is best addressed through modifications in the environment that support positive interactions and successful academic performance.
4. Is distinct from other disabilities; can be concurrent with other disabilities.
5. Is not directly manifested in specific academic difficulties; academic difficulties are a secondary manifestation.

Understanding Learners with Severe Emotional Disturbance. Once learners with a severe emotional disturbance are identified, a next step for educators is to find ways to accommodate their disability educationally. The adult educator may find a good introduction to the myths and realities of severe emotional disturbance in the following article by Karen V. Unger.

In the fall of 1996, Dr. Unger presented the paper, "From Discrimination to Acceptance" at the annual convention of the National Association for Adults with Special Learning Needs (NAASLN). The paper was part of a symposium sponsored by NIDRR on accommodating adults with disabilities in adult education programs. We have included Dr. Unger's paper here because of it's importance to adult educators working with learners with serious emotional disturbance. Dr. Unger outlines how learners with these disabilities have been treated historically and how their exclusion from education is slowly changing. Myths that once excluded these learners from schools are now being refuted with research. Dr. Unger reviews these myths and provides a dose of reality about the actual situation. In later sections she discusses strategies for instruction and accommodations for adult learners with severe emotional disturbance. Her paper focuses on learners in post-secondary settings, which is also the setting for many adult education programs.

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From Discrimination to Acceptance: Serving People with Psychiatric Disabilities in Adult Education

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Introduction

Until the early eighties it was not considered realistic for people with mental illness to fully participate in community life. At that time the movement to get people out of psychiatric hospitals was in full swing and although people with mental illness were moved into the community, there were few services to help them live a normal life. They certainly were not encouraged to better themselves through education so they could find jobs appropriate to their desires and abilities. In fact, if people with mental illness did go to school, and their presence was discovered, they were often given a psychiatric withdrawal "for their own good.".

Over time this situation has changed. Educational institutions were found guilty of discrimination based on a disability; more people with mental illness began returning to school; and the institutions gained more experience working with people with mental illness. This paper will discuss how the transition from discrimination to acceptance is occurring. It will examine characteristics of those who return to educational institutions, why they return and what their specific needs are. It will explore some myths and realities about people with mental illness. It will discuss how adult educators can assist and support them to be successful in achieving their educational goals. Finally, it will show, through a series of quotes, what it means to the students themselves to participate in an educational process.

From Discrimination to Acceptance

A recent report from the Center for Disease Control (Barker et al., 1992) reports that approximately 3.3 million adults have mental disorders that seriously interfere with one or more aspects of their daily life. Of those 3.3 million, about 2.6 million are currently limited in one or more functional areas. The employment rate for people with mental illness is about 20 to 25 percent. Among those with the most severe disabilities, the employment rate drops to about 15 percent (Anthony & Blanch, 1987). As more is learned about rehabilitation for people with mental illness, programs are developed that meet those rehabilitation needs and attitudes are changed, those employment statistics are slowly changing.

One factor that has contributed to the perceived change in the percentage of people employed is the number of people with mental illness who are returning to college, working during school and then going on to jobs in their chosen field. Although no comprehensive study has been completed which documents this shift, several outcome studies from various programs support it (Unger, Anthony, Sciarappa & Rogers, 1991; Unger, 1993: Partons, 1993). Additionally, a study is in progress by this author through the University of Arizona to examine the long term education and employment outcomes for people with psychiatric disabilities.

Another factor that has contributed to the movement from discrimination to acceptance was the development of a program at the Center for Psychiatric Rehabilitation at Boston University in 1981 (Unger, Danley, Hutchinson, Sullivan & Kohn, 1987). The program tested the feasibility of having people with mental illness return to the college campus to develop and implement career plans. The project demonstrated that students who participated in the program were more likely to continue with school, get jobs, be hospitalized less, and feel better about themselves than those who were participating in regular day treatment programs (Unger, Anthony, Sciarappa & Rogers, 1991). Because of the success of that project, a follow-up project to replicate the idea in other communities using only the resources within that community was developed. A number of programs at sites around the country successfully implemented supported education programs by redesigning existing programs, changing job descriptions and reallocating resources (Unger, 1993). Out of those projects came the idea of supported education (Unger, 1990).

Supported education is the process of helping people with a history of mental illness return to college by providing them with support and teaching them the skills they need to be successful on the college campus. It is very similar to the idea of the Ecology of Human Performance (Dunn, Brown & McGuigan, 1994). There is an assessment, planning and intervention process that looks at what kind of changes need to be made in the environment and/or the person through adaptation, alteration or accommodation.

The process of supported education has been utilized at post secondary institutions and in mental health and rehabilitation programs throughout the country and is the topic of many articles and conference presentations. At many colleges and universities people with psychiatric disabilities are now the second largest group receiving services from the offices of disabled students. Opportunities for education for people with psychiatric disabilities are now widely available. Programs are also beginning in Canada, Europe and Australia.

The Population of Students with Psychiatric Disabilities

The question is always raised, who are the people with mental illness who go back to school? In the studies conducted to date (Unger, 1993), a typical person who returns to school may be male or female, about 35 years of age and unmarried. About 85 percent of them will have spent an average of almost a year in the hospital, beginning about age 20. They will have been hospitalized about 7 times. About 85 percent of them will be on psycho tropic medication. Their diagnoses are primarily schizophrenia, major depression and bipolar disorder. A few return to the hospital during the education process but most do not. However, when they do, it is generally for a very limited time.

Because supported education students are returning to college, almost all are high school graduates. Many have tried to return to college on their own but were not successful in completing their course of study. Most receive social security benefits because of their disability, although about half are working. Close to 25% have a disability in addition to their psychiatric disability.

When students are asked what they believe are their functional limitations in an education environment the majority name applying for financial aid and registration as major problems. Concentration, being distracted by internal and external stimuli, relating to others, taking tests, completing assignments on time, and managing time are other major problems.

Most students return to school to complete an AA or a BA degree. Others are working towards a vocational or technical certificate. Their retention rate is generally as good as other students but their grades are often higher. Generally, people with psychiatric disabilities return to school for the same reasons we all do, to have more satisfying work that pays a higher salary.

Myths and Realities About People with Mental Illness

As people with mental illness continue to receive treatment in the community rather than having long term stays in a psychiatric hospital; as research continues on the most effective treatment for mental illness; and as new psycho tropic medications are developed; our knowledge, attitudes and beliefs about mental illness are changing. Many things which we believed to be true in the past either are no longer true or our beliefs and misconceptions are being changed through increased knowledge and experience. Many myths are being dispelled.

MYTHS AND REALITIES

MYTH: People with mental illness are dangerous
REALITY: They do not commit more crimes than the general population. They are more likely to be victims of crime.

MYTH: Mental illness is a chronic, life-long disease.
REALITY: Prognosis for schizophrenia is 50 to 70 percent recovery. New medications make a normal life possible.

MYTH: People with mental illness returning to school will disrupt the learning environment.
REALITY: They are not more disruptive than other students.

MYTH: Going to school is too stressful for people with mental illness.
REALITY: With new medication, symptom and stress management, and accommodations, they can be successful in school.

MYTH: People with mental illness can only work in entry level positions.
REALITY: They can hold the same jobs as anyone. Accommodations may be necessary.

MYTH: People with mental illness cannot learn.
REALITY: Although they may have some learning problems, with accommodations they can reach their educational goals.

Myth: When most of us think of people with psychiatric disabilities, the stigma of mental illness raises its ugly head. Images of homeless people, dirty and talking to themselves come to mind, or headlines about mass murders or bizarre crimes. Although these things do occasionally happen, they are so sensationalized that we tend to generalize the images to all people with mental illness.
Reality: People with mental illness do not commit more crimes than the rest of the population (Monahan & Arnold, 1996). More frequently they are the victims of crimes because they are so vulnerable.

Myth: Traditionally, mental illness was seen as a chronic, life long disease. When entering the hospital for the first time, many people were told their lives were over and they should never expect to raise a family, complete school nor get a good job.
Reality: A number of studies have shown that most people (50 to 70 percent) recover from schizophrenia (Harding, 1996). New medications

allow people with major depression or bi-polar disorder to manage their illness sufficiently so they can lead relatively normal lives. Many who never expected to get out of the hospital are living successfully in the community. Few need prolonged hospital stays or intensive care for long periods of time. The treatment of choice is to stabilize the symptoms in the hospital through medication and then provide the necessary treatment in the community. Many people who receive rehabilitation and supportive services do not need to be on medication for the rest of their lives.

Myth: Traditionally, people with psychiatric disabilities are placed, either through the mental health or vocational rehabilitation system, in entry level or dead-end jobs. It was believed that they could not manage the stress of demanding work. **Reality**: Recent studies have shown that with proper training and support people can work at jobs that are in their areas of interest (Drake et al, 1994). In other studies related to supported education, about half of the students are working and going to school. In the on-going study at the University of Arizona, about one-quarter of the students are working in upper or middle management positions. Unfortunately, the average wage is only about $6.00 dollars per hour for most people. Due to the disincentives built into the Social Security system, many are also reluctant to work full time and lose all their benefits.

Myth: Historically, many believed that the nature of mental illness, defined as thought and mood disorders, prevented people from learning. **Reality**: Several decades ago, teaching skills, such as independent living skills, gained popularity as a method of treatment. This demonstrated that, in fact, people with a mental illness could learn simple skills. This idea paved the way over time for the development of supported education. Although people with a mental illness may have greater difficulty with some learning, depending solely on the person's ability, symptoms and motivation, the learning problems usually do not prevent them from achieving their educational goals.

Myth: It was believed that people with mental illness would cause problems and disrupt the learning environment if they returned to school. Many school administrators were reluctant to have people with a known psychiatric disability on their campus. **Reality**: In a study done in the California community college system (Partons, 1993), students with a known psychiatric disability were not the students on campus causing the problems. This has been supported by many education programs around the country. However, the standard practice has become that should students with a mental illness cause problems on campus, they are responsible to the same code of student conduct that all students are and treated accordingly.

Myth: Many psychiatrists and mental health providers believed that going back to school would be too stressful for their clients. This attitude was shared by many potential students and their families. **Reality**: With proper support and symptom management, people are able to take on the challenges of more meaningful activity. It is important that medications are monitored to compensate for the added activity and demand. Many psychiatrists have seen improvement in their patients as they start school and consequently, decrease their medication dosage. This often results in a relapse as midterm comes around and students respond to the stress of papers due and exams. They may need more medication, rather than less, at this time.

Myth: Finally, many believed that students with a psychiatric disability would require more resources and time than other students with disabilities. **Reality**: It has been the experience of many programs that students do need more time initially to get registered, apply for financial aid and receive academic counseling. They may also need more personal support. However, the amount of time needed decreases as students get acclimated to the campus environment and develop a support network. Overall they do not put a disproportionate drain on the resources.

Specific Needs of Students with Psychiatric Disabilities

Recruitment: The belief that education should be available to all. All people can learn new information and skills.

Participation: Encouragement and acceptance. An openness to individual styles of learning and being.

Retention: Provide accommodations, support, and when necessary, referrals.

Recruitment: Stigma remains the greatest barrier to recruitment. Many providers in the mental health system do not believe their clients capable of or ready to go back to school and do not make a referral or define school as a rehabilitation goal. This attitude is adopted by the clients themselves who may believe they are only able to be part of a day program where the greatest challenge is making lunch. Some education programs because of their lack of experience with this population may be wary of inviting them to participate. Other problems of recruitment are implied in the previously discussed myths. What is needed is a fundamental belief, on the part of educators and the potential students themselves, that all people, regardless of their disability, are capable of learning and progressing.

Participation: Often, students with psychiatric disabilities are initially unsure of themselves in a school setting. Their attitudes are not unlike those of people who have been out of school for many years or who have English as a second language. Overcoming the initial anxieties occurs over a fairly brief period of time if the staff and the environment are open and friendly. However, continued personal support and encouragement may be needed throughout the initial semesters as students learn to manage their symptoms and get back into a daily routine. Teaching learning and study skills as part of the curricula is often very helpful. Some post secondary institutions provide a college preparatory or orientation class to review and strengthen student skills prior to official enrollment. Those preparatory classes also help the prospective students get accustomed to the campus, make friends and formalize their educational goals. Staff can also assist the students with registration and obtaining financial aid during this time.

Retention: Students are retained through accommodations and support. Sensitive and appropriate accommodations make it possible for most students to remain in school. Many post secondary institutions have developed peer support programs so people with common experiences can support each other. It is also helpful if staff are aware of changes in the students' behavior or demeanor. Referral to mental health or other community resources may be important if dramatic changes are noted. Many programs request the name of the students' mental health providers at intake and get permission to call them if there is a need. If a student does have to drop out for the semester for medical or psychiatric reasons, it is helpful if they can take incompletes and finish their work later, or complete the formal drop process so they do not accumulate failing grades on their transcripts, and thus, make it more difficult to return at a later date.

Accommodations

Accommodations for people with psychiatric disabilities are not particularly different from those with other disabilities. The most common accommodations are help with registration and financial aid. Extended time and a quiet place for testing, including permitting exams to be individually proctored, read orally, dictated or typed and increased frequency of exams may all be helpful. Changing test formats (e.g. from essays to multiple choice) is helpful for some. Using alternative forms for students to demonstrate course mastery(.g. a narrative tape instead of a written diary), may be helpful to others. Giving a speech to the instructor rather than to the whole class, and using a computer in class are other accommodations recommended, if needed.

REASONABLE ACCOMMODATIONS

- Assistance with registration/financial aid
- Extended time for exams
- Alternative format for exams
- Change of location for exams
- Alternate forms of completing assignments
- Note taking help, tape recorders, books on tape
- Modified seating arrangements
- Allow beverages in class
- Parking
- Teach study skills
- Teach time management skills
- Incompletes rather than failures if relapse occurs

Extended time for some written assignments may be necessary. Note takers, tape recorders and books on tape are also helpful. Some students require seating modifications if they are more comfortable by a door or window, at the back of the room rather than the front. Others require beverages in class because of the dry mouth caused by some medications. Some students may require parking accommodations. Many students find it helpful if there is a quiet place on campus where they can be by themselves or with their peers. It is helpful to many if there is someone they can check in with when they come onto the campus.

Sometimes accommodations are required in the course of study so the student can complete a degree program. The American Council on Education recommends providing modifications, substitutions or waivers of courses, major fields of study or degree requirements on a case-by-case basis (Such accommodations need not be made if the institution can demonstrate the changes required would substantially alter essential elements of the course or program). An example might be the waiving of a language requirement that may not be critical to the mastery to the occupational skills implicit in the awarding of the degree.

Implications for the Adult Education Accommodations Model

The principles and values implicit in the adult education accommodations model are the same for working with students with psychiatric disabilities. There must be a willingness to take the students where they are, help them clarify and validate their experiences and needs, and provide the necessary services and accommodations while maintaining the program goals and standards.

Because of the unfamiliarity of many adult education staff with mental illness it may be helpful to ask the following questions when providing services:

1. How would I solve this problem if the person had a physical disability?
2. What reasonable accommodations are needed?
3. Is this an academic or a treatment problem?
4. Do I need to make a referral to a community or campus resource?
5. Has there been a violation of the student code of conduct?
6. Am I working harder on the problem than the student who presented the problem? (Unger, 1991).

It might also be helpful for staff to learn simple techniques for helping students manage their anxieties. Two examples may be instructive. If a student is extremely anxious, they may need a quiet place such as a study carrel to decompress. Earphones with quiet music might be helpful. If a student appears to be in a panic, it is important that staff maintain their own self-control, listen accurately to what the student is saying and reflect it back to them, helping them focus on immediate, concrete goals or a plan of action. Sometimes a referral to a health or mental health provider may be important.

PRINCIPLES FOR PROVIDING SERVICES TO STUDENTS WITH PSYCHIATRIC DISABILITIES

1. Separate treatment issues from education issues.
2. Provide services to students with psychiatric disabilities as you would students with other disabilities.
3. Help students fulfill their behavioral responsibilities on campus.

During the assessment process or at intake, it might be helpful to ask the student what they would like staff to do if the student becomes symptomatic or very anxious. In extreme cases, if the person appears to be a danger to themselves or others, the police should be called for assistance or a referral made to an emergency room. If staff are uncomfortable or feel in danger at any time in the presence of a student, the staff should remove themselves from the situation or get help immediately. Staff should respect and honor their own feelings as well as the student's and should act accordingly.

What it Means to Return to School

Returning to school is a very exhilarating and scary process for most people. Persons with a psychiatric disability are no exception. For most of them it dramatically changes how they feel about themselves and their potential for having a meaningful and fulfilling life. Here are some examples from post secondary students:

"The Supported Education staff has high hopes for me and high expectations. They would like me to achieve a lot and it makes me feel good. I know that going to school will not give me all the guarantees in the world, but it gives me a glimmer of hope, and before, I had no hope whatsoever, and my vision of the future was all black. And just a little hope sometimes is all you need to get by."

- Spoken by a 29 year old women diagnosed at age 16 with manic depressive illness. She is completing a Paralegal Certificate Program at a community college.

"So now I take my medicine. Now I have a job. I'm going to school. I don't want to be sick anymore. I want to be on the other end of the stick where I'm helping others instead of others always helping me. I want to be responsible."

- Spoken by a 39 year old man, diagnosed as having paranoid schizophrenia, who has been in and out of hospitals and jails since he was 14. He has been involved in a supported education program for the past two years.

"My kids tell me how different I am. I mean they have been trying to get me to go to school forever, and now they call me up and we talk about homework, and you know, it's like they're really proud of me that I'm doing this and getting on with my life."

- Spoken by a 47 year old woman, a recovering alcoholic, who was sexually abused as a child and who has suffered from severe depression, made numerous suicide attempts and had many long periods of hospitalizations. She is now a peer counselor in a supported education program in addition to working on her academic studies.

"I don't need school. I have V.A. comp and Social Security Disability but I don't want to be on the dole the rest of my life. So I've set my goal at a Masters of Social Work. But I can't overload myself. I came to school full-time a couple of semes

ters and the stress was just too much. I go back to having nightmares and flashbacks so I just come part-time. I'm chipping away at it slowly - but if I weren't here I would be dead or rotting in prison."

- Spoken by a 40 year old Vietnam veteran diagnosed with Post Traumatic Stress Disorder and depression, who has a history of drug and alcohol abuse and violent behavior. With the assistance of a supported education program, he has completed his Drug and Alcohol Counseling Certificate and he is working on an AA Degree. He's active in many campus clubs, speaks at high schools about substance abuse and has toured major concert halls in the U.S. and foreign countries with a choral group.

Conclusion

Section 504 of the Rehabilitation Act of 1973 made it illegal for institutions receiving federal funds to discriminate on the basis of disability. However, people with psychiatric disabilities were often overlooked or ignored in the implementation of the act. It has taken changes in the fields of mental health, rehabilitation and education, as well as changes in the perceptions of the people themselves to begin the process of more complete integration. The timely passage of the ADA further moved the process along. Today, with the emphasis on rehabilitation as a treatment modality, rather than simple caretaking and maintenance, and the development of new medications, most people with mental illness can look forward to a normal and productive life. Adult education is a important resource to help them make their dreams come true.

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Notes:

Identification of Learners with a Learning Disability. Many alternative definitions and models exist regarding LD. In our project the following concepts were central to our understanding and developing interventions.

1. Students identified as having a learning disability have been presented with age/ability-appropriate learning experiences and have had great difficulty in learning.
2. A significant discrepancy may be presumed to exist between aptitude and achievement.
3. An evaluation shows (1) and (2) are not primarily effects of environmental, cultural, or economic disadvantage.
4. Educationally relevant medical findings have been evaluated.
5. Students have a learning disability that can not be addressed properly without special education or related services.

Assumptions and a Model Of LD. Assumptions underlying the LD disability include the following.

This disability:

1. Reflects a deficit in how individuals process or express information.
2. Is a lifelong condition.
3. Begins to appear during the developmental period; is not acquired like a brain injury; may be inherited, though it does show a higher frequency in males.
4. Is not remediated or cured. Compensatory strategies and accommodations can be provided, which have variable results.
5. Is not mental retardation; individuals have average or above average IQ.
6. Is an internal disability or dysfunction; is not based on external factors (e.g., interrupted schooling, value differences, and inappropriate instruction), though external factors may contribute in many ways.
7. Is a specific disability, but heterogeneous; it may affect reading, math, oral and written expression, listening comprehension, and social comprehension.
8. Varies in the degree of severity, from mild to very severe effects, but even in the mild degree, LD has debilitating, lifelong consequences.

Understanding Learners with a Learning Disability. Since adult educators work with individuals who are past their public school experience, additional information on LD in adults may be helpful. This information may be found in the work of the Kansas Coalition on Adult Literacy and Learning Disabilities (formerly known as the Kansas Governor's Task Force on Adult Literacy and Learning Disabilities).

Coalition members examined a number of alternative definitions of the LD condition and developed a definition that could be supported by the many agencies represented on the task force. The text that follows is essentially the same that was provided in the "Report on Definitional Issues in Learning Disabilities" that guided the coalition's discussion. The following definition was accepted by members at the December 9, 1994 meeting.

Working Definition of a Specific Learning Disability

> *A specific learning disability is a chronic disorder in the primary information processing system involved in perceiving, understanding, and/or using concepts through verbal (spoken or written language) or nonverbal means. This disorder manifests itself across the life span in a significant difference between a person's abilities and performance in one or more of the following areas: listening, speaking, word recognition, reading comprehension, writing, math calculation, and math reasoning. Throughout a person's life the condition can affect self-esteem, educational, vocational, or social competence, and/or daily living activities.*

Sometimes definitions can be more confusing than helpful. Certainly in the history of learning disabilities, many definitions have been offered by many agencies and groups. Task force members on the assessment committee met and discussed the various concepts used to describe the LD condition from their perspectives. The following summary reflects an effort to help explain this definition and reflect the varying perspectives. This explanation was considered important as research, training, and dissemination activities occur. Terms from the definition appear below in quotation marks and bold type.

- **"Specific learning disability."** This term implies that the disability has very defined characteristics. A characteristic may be limited to narrow manifestations in selected areas of daily living such as recognizing words, judging distances, estimating times, maintaining social relationships, and attending to tasks.

- **"Chronic disorder."** This disabling condition persists across time regardless of the interventions. Persons do not outgrow this disability nor are persons "cured" of the disability. Persons may receive instruction and accommodations that help alleviate the disability, but the benefits are variable, i.e., multiple factors influence the success of intervention outcomes.

- **"Primary information processing system involved in perceiving, understanding, and/or using concepts."** The intent is to indicate that the disorder is intrinsic to an individual, not caused by external factors such as postnatal head injury, illness, or insults to the information processing system. The individual's learning disability is in how the individual works with information. The disorder may be in one or more areas involved in the acquisition, manipulation, and expression of information. Another important factor is to indicate that the disorder does not necessarily have central nervous system, neurological, or other medical manifestations.

The disability may occur concomitantly with other disabling conditions, but is not the direct result of those conditions or influences. For example, persons with sensory impairments, emotional disturbances, drug and/or alcohol related disorders or other developmental disabilities may also demonstrate a learning disability, but those other influences were not the primary cause of the disability. A variety of assessment information is needed to differentiate the cause of a person's learning and performance difficulties. In some instances, the differential diagnosis is not necessary (e.g., another disability has been previously identified).

- **"Through verbal and nonverbal means."** The committee wants to emphasize that a person's processing of information is multifaceted, not just in an oral or written form. The information also includes the person's interpretation of another's behavior, appropriate responses, and social interactions.

- **"Across the life span."** This disorder manifests itself in the many environments in which persons must function. The disorder is generally developmental and not an "acquired" disability. The disability is not a result of poor child rearing practices, inappropriate or limited educational opportunities, cultural differences, physical accidents, or acquired medical conditions. Persons with this disability show characteristics when they are in environments that require functioning that confronts the specific LD characteristics. The possibility exists that persons with a learning disability may not be aware of the condition until an environment (e.g., school, work, or social settings) requires specific processing.

- **"Significant difference between a person's abilities and performance."** This disorder manifests itself by the unexpected variation in the quality of a person's performances. In some areas, the persons show performance or achievement that is consistent with expectations and yet in other, specific areas of major life activities, the performance indicates a serious, severe deficiency. While some persons may be affected in only one area of life activities, other persons may experience such serious impairment that they are disabled in several major life activities affecting multiple tasks in varied environments. Equally important is recognizing that this disabling condition occurs even among those persons with the highest assessed ability.

- **"Areas: listening, speaking, word recognition, reading comprehension, writing, math calculation, and math reasoning."** This label encompasses a broad range of disorders. The information processing constructs are generally unfamiliar, but most persons are familiar with the range of areas listed above. This list is important to understanding how the disorder is manifested in daily tasks. These areas are the targets for assessment and one or more will be identified as the specific manifestation of the disability. That is, persons will be diagnosed as having a disability in one or more of the areas listed above.

- **"Can affect self-esteem, educational, vocational, social competence, and/or daily living conditions."** Just as a rock tossed into a pool of water produces ripples, a learning disability has ripple effects as well. This disorder is so devastating because the effects may be experienced in many areas and roles. This experience varies with individuals. The disability has a documented impact in such areas as persons' self-esteem, educational, vocational, and employment performance and completion of activities of daily living. Knowing the degree to which the disability permeates a person's quality of life and activities is critical to planning interventions and potential for success.

Further information about Definitions and Issues in Learning Disabilties. The National Adult Literacy and Learning Disabilities Center has issued information pamphlets about *Important Definitions of Learning Disabilities* and *Adults with Learning Disabilities - Definitions and Issues.* Copies of these pamphlets are included on the following pages (40-44).

These materials are intended to provide the reader with a conceptual basis for learning disabilities and behavior disorders. With this information the reader should have a better understanding of how the disabilities manifest themselves and may be able to determine which adult learners are better candidates for further assessment.

National Adult Literacy and Learning Disabilities Center
A Program of the National Institute for Literacy

Important Definitions of Learning Disabilities

The following definitions are important for several reasons. The United States Office of Education's definition is the basis for determining learning disabilities among school age children. The Learning Disabilities Association of America's definition reflects the views of one of the largest advocacy groups for learning disabilities (LD) in the country. The Interagency Committee on Learning Disabilities' definition was acceptable to federal agencies on the committee, except for the US Department of Education. The National Joint Committee on Learning Disabilities' more recent LD definition was acceptable to most advocacy and professional organizations. And finally, Rehabilitation Services Administration's definition is one of few attempts to formulate a definition that focuses on work.

The 1977 U.S. Office of Education

The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (United States Office of Education. (1977). Definition and criteria for defining students as learning disabled. *Federal Register*, 42:250, p. 65083. Washington, DC: U.S. Government Printing Office.)

The Learning Disabilities Association of America

Specific Learning Disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities. Specific Learning Disabilities exist as a distinct handicapping condition and varies in its manifestations and in degree of severity. Throughout life, the condition can affect self esteem, education, vocation, socialization, and/or daily living activities. (Association for Children with Learning Disabilities. (1986). ACLD Description: Specific Learning Disabilities. *ACLD Newsbriefs*, Sept./Oct.(166), 15. Note: The Association for Children with Learning Disabilities is now the Learning Disabilities Association of America.)

The Interagency Committee on Learning Disabilities

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), with socioenvironmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences. (Interagency Committee on Learning Disabilities. (1987). *Learning disabilities: A report to the U.S. Congress.* Bethesda, MD: National Institutes of Health, p.222.)

The National Joint Committee on Learning Disabilities

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dsyfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities. (1988). *Collective perspectives on issues affecting learning disabilities: Position papers and statements.* Austin, TX: PRO-ED.)

Rehabilitation Services Administration

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. (Rehabilitation Services Administration. (1985, January 24). *Program policy directive.* Washington, DC: U.S. Office of Special Education and Rehabilitation Services.)

National Adult Literacy and Learning Disabilities Center
A Program of the National Institute for Literacy

Adults with Learning Disabilities

Definitions and Issues

It has been estimated that 50-80% of the students in Adult Basic Education and literacy programs are affected by learning disabilities (LD). Unfortunately, there has been little research on adults who have learning disabilities, leaving literacy practitioners with limited information on the unique manifestations of learning disabilities in adults.

One of the major goals of the National Adult Literacy and Learning Disabilities Center (National ALLD Center) is to raise awareness among literacy practitioners, policy makers, researchers, and adult learners about the nature of learning disabilities and their impact on the provision of literacy services. This fact sheet provides: a definition of learning disabilities in adults; a list of common elements found in many useful LD definitions; and a list of areas in which LD may affect life situations of adults.

BACKGROUND

In 1963, the term "learning disability" was used to describe such disorders as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. In 1975 the passage of regulations accompanying Public Law 94-142, the Education for All Handicapped Children Act, specifically included a definition of learning disabilities for children that served as a guideline to provide appropriate educational, legislative, and judicial relief. The federal definition was based on the needs of children with learning disabilities, not recognizing how their disability would affect them as adults.

It became apparent that learning disabilities persist throughout an individual's life, and it became crucial to develop a definition that describes LD but did not limit the condition to children. Thus, professionals in education, psychology, neurology, biology, and child development have developed definitions that describe learning disabilities as a lifelong condition.

DEFINITION

Many useful definitions for LD have been accepted by educators, federal agencies, advocacy groups, and/or professional organizations. After reviewing several of these definitions, the National ALLD Center Advisory Board selected the Interagency Committee on Learning Disabilities' definition of learning disabilities for use by the National ALLD Center. Advisory Board members selected this definition because it reflects current information and issues associated with LD, allows for the presence of learning disabilities at any age, and has been accepted by a committee with broad representation in the LD community.

The Interagency Committee on Learning Disabilities Definition

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), with socio-environmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences.

Definition Highlights

✓There are many variations of learning disabilities.

✓Learning disabilities may cause difficulties in any of the following skills: listening, speaking, reading, writing, reasoning, and mathematics.

✓Social skills may be affected by the learning disability.

✓Learning disabilities may be due to a central nervous system disorder.

✓Although a learning disability may be present with other disorders, these conditions are not the cause of the learning disability.

COMMON ELEMENTS IN LD DEFINITIONS

The following concepts are important to understanding the similarities and contrasts that exist among the many definitions of learning disabilities.

- Some definitions suggest that learning disabilities exist when a person has uneven patterns of development. Other definitions suggest that learning disabilities are indicated by aptitude-achievement discrepancies.
- Most definitions specify that the cause for learning disabilities is the result of a problem in the central nervous system.
- Some definitions suggest that learning disabilities are caused by interference in the neurological processes that make proficient performance possible.
- Most definitions imply that learning disabilities can be present at any age.
- Most definitions specify that problems understanding spoken or written language can be caused by learning disabilities.
- Some definitions specify that certain types of academic problems (e.g., those involving reading, writing, spelling, or math) can be caused by learning disabilities.
- Some definitions specify that problems involving social skills, spatial orientation, sensory integration, or motor skills can be manifestations of learning disabilities.
- Some definitions indicate that learning disabilities can coexist with other kinds of handicaps (e.g., emotional disturbance or sensory impairment). Other definitions are worded to eliminate the coexistence of learning disabilities with other disabling conditions.

IMPACTS OF LD IN ADULTS

The impacts of learning disabilities may compound with age. While individuals with learning disabilities have average or above average intelligence, they may not excel as adults in certain life situations at the same level as their peers. Areas where learning disabilities may affect adults include:

- **Self Esteem** - Being criticized, put down, teased, or rejected because of failures in academic, vocational, or social endeavors often leaves adults with learning disabilities with low self-esteem. Adults with low self-esteem tend not to take risks or strive to reach their potential. Also, adults with low self-esteem are less likely to advocate for themselves.
- **Education** - Learning disabilities that may manifest themselves in difficulties in spoken or written language, arithmetic, reasoning, and organizational skills will affect adults in postsecondary educational and vocational training settings. These students may perform at levels other than those expected of them. Adult educators are not always prepared to address the unique needs of learners with learning disabilities.
- **Vocation** - Errors are commonly found in filling out employment applications because of poor reading or spelling skills. Job-related problems frequently arise due to learning disabilities that causes difficulties in organization, planning, scheduling, monitoring, language comprehension and expression, social skills, and inattention.
- **Social Interactions** - Adults with learning disabilities may demonstrate poor judgement of others' moods and attitudes and appear to be less sensitive to others' thoughts and feelings. In social settings these adults may do or say inappropriate things and have problems comprehending humor, for example. They may have problems discriminating response requirements in social situations. These traits may result in a difficulty finding and keeping a job or developing long term relationships.
- **Independent Living** - Responsibilities such as writing checks, filling out tax forms, or taking phone messages may present problems for adults with learning disabilities. Adults with LD may find themselves without the support systems (parents, schools, social services, etc.) that they relied on as children and have to incorporate their own accommodations when necessary.

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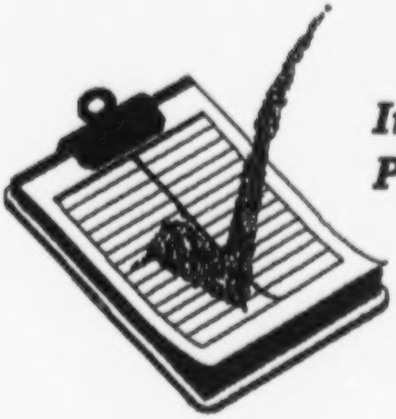
Appendix



Indicators of Program Quality
Program Self-Evaluation

Indicators of Program Quality: Program Self-Evaluation. The quality of adult education programs varies. To improve services for adult learners, the Indicators of Program Quality were developed by the Kansas State Board of Regents (KBOR). (*Indicators of a Quality Adult Education Program, Including Standards and Measures* (2000). Available on-line at: http://www.kansasregents.org/academic_affairs/adult_ed/index.html.) Contact your state's department of education for further information; in the state of Kansas contact Dianne Glass, (785) 296-7159.

Indicators of a Quality Adult Education Program
Including Standards and Measures

1. Participants in the program are fully representative of the undereducated population in the service area, including limited English proficient adults. The program serves the most-in-need/hardest-to-serve members of the community.

Measure 1.1
The program serves participants who are representative of the ethnic diversity of the under-educated population in the program's service area, including limited English proficient adults.

Measure 1.2
The program serves participants at the lowest levels of educational attainment.

Measure 1.3
The program serves participants with documented disabilities.

2. The program is of sufficient intensity and duration so that participants *demonstrate progress* toward their educational/workplace readiness/technology goals.

   Measure 2.1
   Participants make significant education/workplace readiness/technology gains.

   Measure 2.2
   Participants not making significant education/workplace readiness/technology gains do demonstrate progress.

3. The program documents participant outcomes and participants remain in the program a *sufficient length of time* so that they are able to achieve outcomes.

   Measure 3.1
   Participants spend a significant amount of time in instructional activities.

   Measure 3.2
   The number of participants with up to 2 program goals is directly proportionate to the number of participant outcomes.

4. The program design and implementation process for all program sites is based on research and effective educational practice. Programs offer flexible schedules and support services.

   Measure 4.1
   The program design and implementation process for all program sites fully incorporates the components of the "Comprehensive Adult Education Planner" (PAM - Mellard and Scanlon, University of Kansas).

   Measure 4.2
   Program services, including instructional activities and support services, and scheduling reflect the identified needs of the community.

5. Program activities effectively employ advances in technology, including the use of computers.

Measure 5.1
The program incorporates use of technology into participant instruction.

Measure 5.2
The program provides technology-specific instruction, including current computer applications and use of internet, to participants.

6. The program receives local financial support and is viewed as a valuable component of the sponsoring institution or non-profit agency.

Measure 6.1
The program receives local financial support in addition to the minimum required amounts to provide services.

Measure 6.2
Paid instructional and administrative staff receives compensation comparable to equivalent staff in other programs in the same agency.

7. The program demonstrates a commitment to quality service to adult learners and to the professionalism of the field of adult education by having paid staff with appropriate educational backgrounds, with credentials in adult education, and with adequate training.

Measure 7.1
Paid instructional and administrative staff has appropriate educational backgrounds.

Measure 7.2
Paid instructional and administrative staff is currently KAEA credentialed.

Measure 7.3
Paid instructional and administrative staff participates in professional development relevant to program improvement.

8. The program collaborates with multiple partners in the community to expand the services available to adult learners and to prevent duplication of services. The program actively seeks and responds to input from local stakeholders in planning for local services.

   Measure 8.1
   The program collaborates with multiple partners to provide quality services to adult learners.

   Measure 8.2
   The program seeks and responds to input from local stakeholders pertaining to planning for local services.

9. The program maintains a high-quality information management system to report participant outcomes and monitor program performance.

   Measure 9.1
   The program uses ABE2000B software to report participant demographics and outcomes and meets quarterly and annual reporting deadlines.

   Measure 9.2
   The program uses ABE2000B software to report participant demographics and outcomes and uses reported data for program improvement.

Implementation

Implementing the PAM Through a Collaborative Approach

University of Kansas
Center for Research on Learning
Division of Adult Studies

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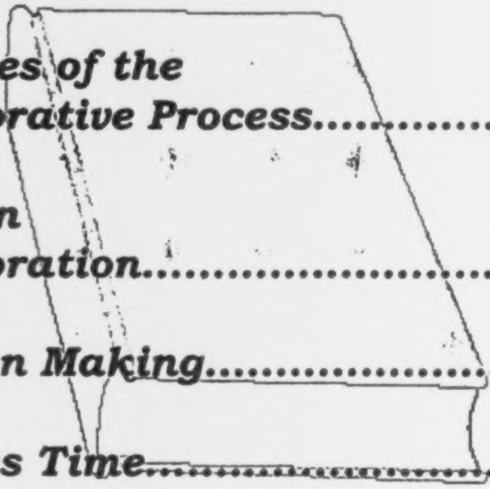
Implementation



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Introduction

The Proficiency Attainment Model (PAM) is not a set of lockstep procedures for adult education staff to follow. Rather, the PAM components and the activities of each component compose an outline of effective activities to serve adults in adult education programs. Together the perspective and components represent a systems approach to working with learners.

To implement the PAM effectively, program staff members must critically review the components and the described activities, both to determine whether the components are consistent with the program's goals and capabilities and whether the staff can and should conduct them in the ways described. Any components or activities that are adopted have to be modified to fit the unique nature of the program adopting them. Thus, to implement the PAM effectively, a center's staff members must collaborate to determine how they can make the model fit their center's operation.

Because each component of the PAM is integrally related to other components, staff members need to communicate with each other about PAM activities they are using since activities in one component of the PAM may influence or be influenced by activities in other components.

Our Collaborative Process

Effective collaboration does not happen easily. Many individuals have difficulty working as part of a team. Many teams function in ways that are technically collaborative but far from effective. In fact, the worst decisions are those made by a committee...unless that committee is collaborating effectively —in that case, the decisions are among the best.

The Topeka Adult Education Center staff and University of Kansas researchers formed a collaborative team to develop, implement, and evaluate the PAM. The collaborative process we used proved to be effective across development activities, implementation, and evaluation of the model. We have subsequently used the same collaborative process with other adult education centers where the PAM has been tested. We recommend that staff at your center follow a similar collaborative process.

Qualities of the Collaborative Process

The defining theme of our team's approach was that the team act in a collaborative manner and not merely "cooperative." The distinction is that in cooperative activities, partners share workloads, sometimes dividing the labor, to complete tasks. In collaborative activities, team members unite to create a product that none of them could have created alone; their actions and results reflect a collective perspective. That is to say, a collaborative team pools members' thoughts and other talents to make decisions that result from the input of all. Collaborative teams can still divide the labor, but only after they have considered the task and how to accomplish it collectively.

To be truly collaborative, involvement by **all** staff participating in the affected program is important. Individuals are to be responsible for being involved in implementing the adopted activities, either by directly conducting the activity themselves or because their routine is somehow affected by the new activity. Their full understanding and endorsement of the new activities are essential to effective implementation. **Understanding and endorsement are not enough; collaborators need to give input too.** Each individual has unique and valuable perspectives to offer during the collaborative process.

Steps in Collaboration

There is no one best approach to collaborating to adopt the PAM. We highly recommend the approach we took but recognize that it requires more time than many staff may have available. Thus, below are procedural descriptions of the major activities of our collaborative process with suggestions on short cuts that may be taken and that should not be taken.

What we did...

We formed four advisory panels to collaborate with us on developing and refining the PAM. The four panels were:

- **Adult Educator Review Panel** composed of adult educators from other centers in the region.
- **Employer Advisory Panel** composed of local employers who employ dropouts and adults with mild disabilities, and/or who have their own employee training programs.
- **Expert Advisory Panel** composed of local providers of related services and recognized "thinkers" in the fields of adult education and disabilities.
- **Learner Advisory Panel** composed of local high school dropouts and adult education enrollees.

Each of these panels gave input on the needs that helped to shape the PAM, and each critically reviewed the PAM as it was under development.

Our collaboration occurred through three types of interactions: study group, planning/"training," and daily interactions. While the activities of each will overlap, the three types of meetings should be held separately, so that proper attention may be paid to the focus of each. In all three of these activities, we participated as a collaborative team.

1. Study Group. In these meetings, held once a month for two hours, we studied PAM-related topics which we wanted to learn about in greater depth. For example, we read about and discussed principles of andragogy (teaching adults); another time we discussed factors that compete with education for our learners' time.

We found that participating in a study group gave us time to investigate what we each knew/believed/wanted to learn about topics related to preparing for taking the GED exam. Planning meetings and other meetings had other agendas and, thus, did not provide chances to explore these ideas. By "studying" together we enhanced our shared understandings and developed a more cohesive approach to implementing the PAM.

These meetings are the ones most likely to be skipped if time is too precious. If you can't hold study group meetings, be sure to fit this type of conversation into other sessions. As part of the process of coming to a central mindset (it isn't collaboration without one), members of the group need time to become familiar with the same concepts and perspectives about teaching and learning for adult learners. Therefore, these meetings are very important even though it may seem they are expendable because they do not result directly in a product or a policy.

Study group meetings can be thought of as being similar to staff development workshops. Ideally, study group meetings will involve outside readings to be discussed or other information-gathering activities the group will use to broaden their knowledge base (e.g., interviews, site visits, guest speakers, role playing or exploratory activities). A member of the group can volunteer to lead the discussion. That individual should develop discussion topics and questions before the session. She or he may also want to make a short presentation to the group.

What is essential during these sessions is that individuals are (a) exposed to information and ideas about a specific topic, and (b) able to reflect on that information with other members of the group. Passive participation is not an option. Active learning requires active participation in reflecting on what is being learned (how else can it be "learned"?) and active collaboration requires sharing ideas.

Study group participants may elect to periodically revisit topics or to meet just once on each topic. The topics selected should be related to the activities of the center to ensure the interest of participating staff. Remember, the topics of study group meetings are not administrative or procedural; they concern issues related to teaching and learning, and adult education programming.

2. "Training' Workshops. Because we had new procedures and materials to develop and implement, we held two-day workshops monthly, at which we could work together to develop and learn the procedures and materials. The two-day format allows for an ample amount of time for authentic discussion and the built-in opportunity to "go away and reflect."

If your program cannot spare that much time, we recommend you devote no less than one day to each workshop, being careful not to jam the agenda too full. Plenty of time should be allowed for practice, reflection, construction and eating. It may be worthwhile for the center to close to enrollees for a day if that is what is necessary for staff to reserve a day together undisturbed.

The "Training" Workshops are opportunities to plan and/or learn new procedures. They will take time. A good deal of time should be devoted to collaboratively discussing the purpose of materials and procedures and how they should be implemented. Meetings can also feature discussions to "revisit" decisions already made, in light of how procedures and materials are actually working in practice. But, the major activities of the workshops should be either to design procedures or to "train" in how to implement them.

Whether a session is devoted to planning and/or learning new procedures is up to the staff. That decision is easily reached by developing a list of prioritized activities for adopting the PAM. The list should be prioritized in the stages of (a) determining the need for the PAM, (b) initially reviewing the PAM to become familiar with it, (c) identifying how to fit the PAM to current practices, and (d) learning the procedures and materials of the PAM (this stage will necessarily involve discovering how to adopt procedures and materials so they match the practices and needs of your center). To repeat, the staff should first take stock of "where they are" and why they might be interested in adopting the PAM. Potentially, the first workshop could be devoted to reviewing current practices at the center and comparing them to (a) what is actual practice and (b) the goals and outcomes of the center.

Subsequent workshop meetings can be organized and led by different members of the staff. In the spirit of collaboration, however, we found it worked best if the group as a whole determined agendas and procedures and, when needed, assigned individuals to be responsible for specific tasks.

3. Daily Interactions. Much of the fine-tuning of procedures and materials is the result of formal and informal observations made of their effectiveness when actually used. Thus, members of the team made a concerted effort to talk with one another about ideas, successes, and problems they had. Also, staff at the center made a point of rotating duties so that each had an opportunity to try new procedures and materials first-hand.

Collaboration is not just turned on for meetings. Collaboration is a full-time way of interacting, planning, doing, and evaluating. Yet, having everyone involved in every decision or action is inefficient and frustrating. Occasionally some must lead and others must follow. In collaboration, room exists for certain types of division of labor. Once individuals have been involved in the collaborative process, they can develop a sense of how the group thinks about particular topics and can then make decisions and carry out actions that are respectful of the collaborative team's ideals. This is how an efficient team gets things accomplished. Because of the collaborative spirit a team develops, when an individual makes a decision that others on the team oppose, differences can be acknowledged and worked out.

Unless your center is truly dysfunctional, plenty of daily interactions are already occurring among staff. A collaborative team will focus some of their daily interactions on their adoption of the PAM and topics that arose in study group and "training" workshops. As important as studying and planning are, the actual quality of PAM adoption will depend on what goes on in daily practice.

Staff should take the time to specifically ask each other about activities related to adoption of the PAM. For example, tell a fellow staff member your opinions about one of the new materials being used and ask for her or his opinion. In the rush of a busy center these conversations will likely be short. They will nonetheless provide the impetus for reflection by each of you and further conversation at a later time. It will also be important to schedule times when one or more staff members can observe another staff member who is implementing a new procedure. The dialogue that follows the observation will be instructive for all involved.

The beauty of daily interactions concerning adoption of the PAM is that they occur while the topic is fresh in your mind. No guideline exists for how many interactions staff members should have or how regularly they should occur. Let the guiding rule of thumb be that staff commit to sharing with each other as often as possible when they have a question or observation to be made about the PAM. Often, even those issues we make a mental note to discuss at a later point become diluted after the fact.

Logically, adults enrolled at the center, those eligible to enroll at the center, and other members of the community can also make positive contributions to decisions about how to adopt the PAM. These individuals should be consulted as well. In our collaborative process, we periodically held meetings with representatives of panels made up of adult learners, employers, educators from other centers, and state department staff to learn their concerns and observations of the PAM.

Decision Making

Decision making is an integral part of the collaborative process. Decision making may seem like something that is always better done by individuals than teams. Certain decisions are best made by individuals on the spot or who have particular authority/responsibility at the center. A collaborative team, however, uses the process of collaboration to reach group decisions. These decisions are the result of collective thinking. For that reason, individual participants need to be willing to understand the perspective of others. Room does not exist for people to "dig in their heels" and refuse to appreciate what others have to contribute. If a person's contribution is somehow inappropriate ("wrong," "naive"), the collaborative team should discuss whether some aspect of the contribution may have value. In this way the team salvages the best of all contributions and fits them together into a plausible group decision.

It Takes Time

Collaboration requires a serious investment of time. Time must be devoted to building the foundation for collaboration and time is required to sustain collaboration. Like most good investments, the investment of time is one worth making.

To begin a collaborative relationship, team members should devote time to planning for and assessing how they will collaborate. Naturally the relationship develops over time and, despite the best laid plans, may not always evolve as expected. The surest route to success, though, is to plan for it. Members of the collaborative team should repeatedly ask themselves "how are we collaborating?" and they should publicly discuss their answers. We built time into each of our early meetings to discuss this question. As the team relationship developed, the need to ask this question lessened. Four years into our collaborative relationship, we still asked the question every once in a while and were always glad we did.

What we did...

Food and Fannies. Meetings can be tiring and collaborating can be challenging. We found tasty treats to be a great source of stress release. To help build collaborative team spirit, members can take turns providing the treats; assigning two individuals to coordinate food and drink for a single meeting is also helpful.

Meeting in a comfortable environment also helps. We held many of our meetings at team members' kitchen tables, living rooms or screened-in porches. Even using a center's conference room may provide a pleasant atmosphere. Just be sure chairs are comfortable, work surfaces are appropriate, and you are away from ready distractions such as center activities during hours when enrollees are present.

Gauging the Implementation Progress

As we worked with adult education program staffs, the question was frequently raised about the essential features of the PAM or what it meant to adopt the PAM. As a consequence, we developed a rating scale which program staff could use to gauge their progress on implementing the PAM, to set priorities for staff development activities, and to help set the agenda for discussing the PAM in staff meetings. When using this scale, the more 1's and 2's that your program has, the greater your progress toward implementing this model. You can use the tallies of these numbers to determine what areas your program needs the most work and those that are functioning well. Furthermore, the Review questions following the rating scale will help the program to organize and develop ways to be more effective. On the following pages is this rating scale.

The PAM Essentials

- A Rating Scale -

3. **Collaborative Approach:** A collaborative approach to implementing the PAM requires the continuous involvement of all program staff. Each individual has unique and valuable experiences and expertise to offer and their perspectives are a crucial part of the implementation process.

1. All instructors and staff are involved.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. All center and satellite sites are involved..

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Issues with *current* policies, practices, and procedures are identified.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. All staff and instructors reviewed the PAM content.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. All staff provided input in identifying areas of needed improvement.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Area of needed improvement are identified and agreed upon..

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. Timeline developed for PAM implementation.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. Weekly meeting (1 to 1.5 hr.) are scheduled on implementing the PAM.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

9. Agendas for meetings are developed by the staff.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

10. Weekly meeting (1 to 1.5 hr.) are scheduled on implementing the PAM.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

11. All staff consider themselves to be equal partners in the collaborative process.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Pre-Enrollment Component: Pre-enrollment requires that an applicant decide which service he or she wishes to receive. Staff members discuss goals with the applicant and offer a choice of two services: scheduling for taking the GED exam or enrollment in adult education classes.

1. Learner inquiries are welcomed.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Script for phone or in person inquiries is used.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Information packets of descriptive materials are handed out or mailed.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Program options are explained.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Inquiry about special needs are made by staff.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Next activity is schedules (e.g. orientation, GED exam, GED practice test, or placement testing) for participant.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. **Orientation Component:** At this point instructional staff formally welcome adult learners to the program. Staff become familiar with the learner's needs and interests, encourage completion of assessments and consequently develop a good working relationship.

1. Orientation scheduled regularly as a group activity.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Enrollment materials are completed.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Learners are asked to self-identify any disabilities.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Learners identify goals for participation.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Learners participate in group activities.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Instructional options are described.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. Learners develop options to address problems that might arise (e.g.childcare, transportation, illness, and weather).

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. The learner does at least 15% of the talking.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

9. The learners leave with a clear understanding of program services available and the belief that she/he can be successful.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

10. If asked, the learners would comment that they felt like the staff truly cared about their well-being and encouraged their continued participation.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. **Assessment Component:** Assessment provides learners and staff with information that will efficiently and accurately place learners in the correct educational level. This necessary information is gathered through assessing the learner's skills and subsequent placement occurs after the results have been discussed and interpreted with the learner.

1. Placement testing options are described.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Needed learner accommodations are identified and provided.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Testing environment and practices are such that the test was appropriately administered.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Learner completes appropriate placement test.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Assessment results are explained individually in a confidential setting.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. A copy of assessment results is given to the learner.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. Test results are kept confidential and stored in a secure location.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. Assessment results are linked to instructional materials.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. **Prescription Component:** Prescription is dependent upon the results of the assessment process. Instructor and learner review the assessment results and identify an instruction plan for the learner's future. Also at this point, identifying an appropriate plane may require other educational or disability-related records be obtained.

1. Prescription is developed collaboratively between learner and instructor in a confidential setting.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Learning abilities and interests are identified.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Learners are asked to self-identify any disability affecting participation.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Release of information forms are completed for relevant educational records.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Learner goals are identified.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Instructional options are described and selected.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. Participation schedule is developed with the learner.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. Curricular materials are specified.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

9. Assessment results are incorporated into decision about curricular goals.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

10. Steps are initiated to identify and select appropriate access and instructional accommodations.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

11. Progress reviews are scheduled and conducted on a regular basis.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

12. The learner does at least 15% of the talking.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

13. Class schedules are developed with the learner.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

14. The learner understands and values all goals which she/he has helped to set.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. **Instruction Component:** The instructional process provides the learner with appropriate instruction consistent with the goals identified during prescription. Staff provides instructional options that are appropriate to help accomplish specified goals and monitor the learner's progress toward final outcomes.

1. Alternative instructional options are offered.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Learners participate in a combination of individual, dyad, small, or large group instruction, as appropriate.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Independent work (e.g. worksheets, computer drills, workbooks) is used as a supplement or skill reinforcement.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Routine progress testing is conducted at fixed intervals.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Routines for reviewing the learners' learning plans are established.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. Instruction is most frequently provided in small groups.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. Class schedules are posted.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

9. Learning strategy classes are taught.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. **Test-Taking Component:** Instructional staff must familiarize the learner with the GED or other exam and discuss the best time to take the exam. Learners need to be guided through the administrative procedures for taking an exam and later, to the appropriate steps after taking an exam.

1. Test-taking strategies are offered as curricular content.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Learners are fully informed about the process of test-taking, including the implications of test outcomes.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. Staff consults with learners about testing preparation and requirements.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Environment and atmosphere are appropriate for successful testing.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Appropriate accommodations are available for persons with disabilities.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Exams are administered according to standardization directions.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. Transition Component: The transition process prepares the adult learner for life outside the program or, in some instances, to go back through the program with new goals. Instructors must meet with learners to review what has been accomplished, what should be addressed next and formulate and action plan.

1. Staff reviews with learners their participation and success in the program to date.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. Learners identify and record goals for work, personal life, community, and education.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. A community resource directory is available for learners.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. Individual transition planning meetings are held.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. Staff witness the learner initiate participation into her/his next placement.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. Follow-up contacts are attempted with learners who have exited the program.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

REVIEW

To help focus collaboration and implementation efforts, review the component items from the PAM Essential Rating Scale which you believe need the most immediate attention and are most important.

A. List the 3 to 5 items below.
B. Ask yourself, what needs to happen to implement an effective change fo each indicated item. In this process consider how you have managed to be successful in meeting the other component items.

1. What items are most important and need immediate attention?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

2. What needs to happen to make the changes? and who will assume responsibility?

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

Pre-Enrollment Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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Pre-Enrollment Component

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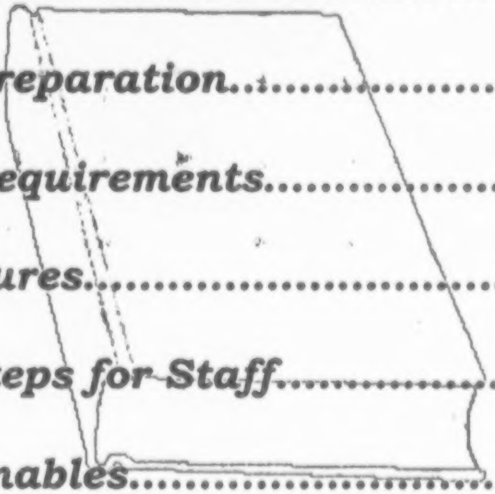


Goals

1. Welcome the applicants.
2. Inform the applicants about the services available through the adult education program.
3. Schedule the applicants for selected services.

Intended Outcomes

Adult learners will:

1. Have a general understanding of what services are available.
2. At least tentatively select the appropriate program option.
3. Schedule an appointment for the next appropriate activity.

Introduction

Pre-Enrollment activities are excellent opportunities for recruiting learners to the program. Program staff have the opportunity to describe the available services, the hours of operation, and the calendar of activities. In the Pre-Enrollment Component, applicants specify their intent to enroll in one of two services. One service offered is scheduling for the GED exam. Another service is enrolling in adult education classes. The first service is for those individuals who feel prepared for the GED. These individuals are taking the exam for the first time or retaking one or more tests to improve their scores. The second service is for those applicants who want to enroll in the adult education program to satisfy a number of their goals (e.g., preparing to pass the GED exam, working on English as a Second Language, work-place literacy, or specific skills such as reading, writing, or applied math).

Ideally, this component is completed by one of the instructional staff meeting with each interested applicant individually and welcoming the applicant to the program. Due to time constraints though, a trained clerical staff member or volunteer could provide this information. As an alternative to a meeting, an individual may call and request that information be mailed.

We encourage the distribution of appropriate program information to adult learners. Our experience is that adult learners appreciate the information, as well as develop an increased sense of responsibility; thus, in this component we include the option of learners receiving materials in person or through the mail. By receiving materials in advance of enrollment, they can be better prepared and have a sense of choice.

The quality of adult education programs varies. To improve the services for adult learners, the Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp.46-49). For this component the following Indicators are relevant:

1. The program serves participants who are representative of the ethnic diversity of the under-educated population in the program's service area, including limited English proficient adults. (Measure 1.1)

Component Materials

Consumables

- Introductory cover letter (Developed by program staff)
- *Infosheet: Quick Guide to AEC Services*
- *GED Infosheet: What is the GED?*
- *GED Infosheet: How do I take the GED?*
- Appointment card

Nonconsumables

- Orientation Schedule Notebook (Developed by program staff)
- Sample *Infosheet: The Topeka Adult Education Center*
- Sample *GED Infosheet: For 16 and 17 Year Olds*
- Sample *Compulsory Attendance Exemption Form*
- Sample *Compulsory Attendance Disclaimer*
- Kansas State Department of Education: *Commonly Asked Questions Regarding the New Compulsory Attendance Act*

Staff Preparation

1. Develop and duplicate a cover letter that welcomes participants and provides contact information.
2. Have the component materials available as handouts or for mailing.
3. Review the procedural steps on the following pages.

Time Requirements

Responding to inquiries about the adult education program and providing the materials might take 5 to 10 minutes. The important part of completing this component is not so much the time, but rather the welcoming and encouraging manner in which the information is provided.

Procedures

1. Initial Welcome

The initial contact with potential participants may be in person or through a phone call. Our experience is that applicants are particularly sensitive to the level of caring and interest expressed by adult education program staff. In this initial contact the goal is to welcome individual inquiries about the program with a statement like the following:

A Note on Format

Throughout this manual we have included example scripts of what program staff could say during an activity. These examples appear in **bold** print. They are examples only to help you think about what you might say; we hope you will personalize them for your program's practices.

I am glad you are inquiring about our program. We work with many individuals each year and like to think that all of them find our help valuable.

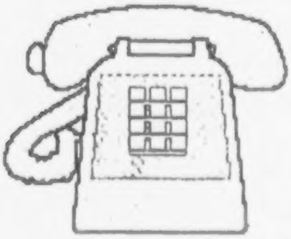
How can we help you?

2. Program Options

Some adults may contact your center, in person or by phone, requesting a specific service, others may want to know what you do there or if they can be helped with a specific goal. Your response at this step depends on what you hear from each individual. At a minimum, provide a brief, clearly stated response to any questions. Provide the information requested. If the person is phoning, provide the address of the center and the center's hours of operation. Encourage the person to stop in for a visit. These points seem particularly important to stress in a phone conversation:

1. Location of the program, including the address and how to find it;
2. Hours of operation; and
3. Interest in helping a person attend, especially if the person has a disability for which an accommodation might be useful.

Lastly, remember to thank individuals for their interest and tell them that you believe the program can help them.



If appropriate, you might send an *appointment card* with the next scheduled time for new learners to attend. A blank example of an *appointment card* can be found in the "Consumables" section of this component and for reproduction in the "Duplication Packet." Furthermore, the information described above is important to include in a cover letter. Clear directions on locating the program are very important to include. A detailed map is excellent.

Even if the callers have a specific request (e.g., "I want to schedule my GED exam."), you can add a bit of an advertisement for the program's offerings by briefly mentioning service options. This information is intended to broaden the persons' understanding of the many services available. Many learners are unfamiliar with adult education programs and the available services.

What we did...

At the Topeka Adult Education Center project site, the following information was provided to those persons who visited the program before enrolling. This information is abstracted from the *Infosheet: Quick Guide to AEC Services.* This Infosheet, which was given to prospective enrollees, included the following script:
People such as yourself use our services for several reasons:

- (a) Some people schedule their GED exam.
- (b) Other people are interested in adult education classes such as pre-employment classes, life skills classes, and completing secondary level classes to prepare for the GED exam.
- (c) Others schedule a time to take the GED official practice tests or the assessments to determine their academic skills or to see if they are ready to take the GED before paying the test fee.
- (d) And, some enroll in classes for English as a Second Language or Citizenship.

3. Service Option Details

If the person has visited the program for information, you might continue the discussion of what the program offers. Once you have a sense of the applicant's interests, provide an overview of the particular option(s) of interest. At one of the project sites, the staff used the *Infosheet: Quick Guide to AEC Services* to provide this overview. This infosheet can also be found in the "Consumables" portion of this component.

Follow up questions After presenting the information, follow up with a question like:

What questions do you have?

Disability information. Adult education programs are required to provide accommodations to individuals with disabilities. These requirements are described in the Americans with Disabilities Act (ADA). A summary of the ADA is located in the back of the Orientation Component. Our experience, though, is that adult learners are reluctant to discuss their disabilities. Thus, several inquiries may be necessary to help them feel comfortable. The following text might be used at this time as part of increasing adult learners' comfort.

> **We are very interested in meeting the needs of persons with a disability. If you have a disability, we will work hard at providing you accommodations that will help your learning and test taking. You have to let us know.**

Explain to learners that the disability information may be particularly important in planning testing and instruction. You need to be certain that the staff members know how they can best accommodate the learners during orientation and assessment. As a part of planning instruction, additional information will be collected regarding the disability so that other accommodations might be made.

Important information for learners under the age of 18. In Kansas, students who have left school without graduating are covered by regulations designed to reduce the number of dropouts. Currently, two forms must be completed by persons who are less than 18 years of age, have not graduated, and are not enrolled in high school. These forms are the attendance disclaimer form and the attendance exemption form. They are included on the following pages as reminders that state regulations may influence efforts of program staff in recruiting and enrolling learners.

The Kansas State Department of Education's infosheet, *Commonly Asked Questions Regarding the New Compulsory Attendance Act*, can give you more information about these regulations and procedures and is included in the "Nonconsumables" section of this component.

COMPULSORY SCHOOL ATTENDANCE DISCLAIMER

Pursuant to K.S.A. 72-1111, as amended, Section 1, (a) and (b), Unified School District No. _____ encourages ____________________________ to
name of pupil
remain in school or pursue an educational alternative.

The academic skills listed below have not been achieved by the undersigned child:

1.
2.
3.
4.
5
6.
7.
8.
9.
10.

The future earning power of a high school graduate is $ ____________ over his/her lifetime. The difference is $ _______ over a lifetime.

The child, ______________________________, is encouraged to attend one of the alternative education programs approved by the Board of Education of Unified School District No. ______ and listed below:

1.
2.
3.

We, the undersigned, acknowledge that we attended the final counseling session conducted by USD No. _____ in which the above information was presented to us.

____
signature of child

____
signature of parent or person acting as parent

____
Date

____
Date

Form Date: 10/98

COMPULSORY ATTENDANCE EXEMPTION FORM

Pursuant to K.S.A. 72-1111, as amended, ______________________________
name of pupil

a child who is 16 or 17 years of age, is exempt from the compulsory attendance requirements of the State of Kansas for the reasons listed below (check appropriate reasons).

○ 1. The child is regularly enrolled in an alternative education program approved by the Board of Education of USD No.________.

○ 2. The child is exempt pursuant to a court order which is attached to this form.

○ 3. The child and ______________________________, the parent or person acting as parent, have attended a final counseling session conducted by USD No.__________ and have signed a disclaimer, which is attached to this form.

Signed ______________________________
School Official

____
Typed or printed name

____
Title

____
Date

Form Date: 10/98

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One program's experience

Our experience has shown us that the first contact a participant makes at an adult education center is either the beginning of a successful partnership...or the end! Each person who contacts the center should be seen as an individual who is to be commended for having made that first contact.

The person doing the administrative intake must be kind, sensitive, and encouraging during the first phone call or walk-in. That staff member should be informed of the many obstacles (emotional, physical, psychological, etc.) that a person may have had to overcome to make that first contact. Many adult learners come to the education center with "baggage" from earlier school experiences. They are not aware of the differences between an adult education center and a secondary school classroom.

We believe that treating potential learners as honored guests—with dignity, compassion, warmth and congeniality is important, if not essential. Every effort should be made to offer a chair, if appropriate, and other amenities that would normally be offered to guests. After all, they are guests in our center!

When the potential participant makes a first contact by phone, a pleasant and understanding voice should greet that person. (It should go without saying that when the first contact is made by phone, the person should not be left on "hold" for more than a few seconds!!) If delayed longer, you could offer to call the person back in a few minutes.

As good practitioners, we must remember that while we work day in and day out with the same knowledge and information, all of this is new to the potential learner. We found that many adult learners did not realize that all of our services up to the point of GED testing were FREE! Many of the learners in our focus group were uncertain of the cost and were too embarrassed to ask.

What we did...

At the Topeka Adult Education Center project site, the following information was provided for those persons who visited the program to see about enrolling. This approach to providing information includes showing the applicant the *Infosheet: Quick Guide to AEC Services* and describing the options (infosheet available in the "Consumables" portion of this section and the "Duplication Packet").

Be cautious about overloading the learners with too much information. By having a written copy for the learners, you can show them each of the statements that are relevant to them. Since they are numbered, you can also circle each number as you discuss it.

I will give you some written materials, but since you are interested in [service option]**, here are a few points you may find helpful. Don't try to remember all of these points because they are written on the materials I will give you. I'll mention them just because you might have a question that I can answer and that would save you some time. We can review them together.**

Are you at least 18 years old?

If yes, skip the sections relevant to younger adults. Age is important because of the requirements from the Kansas State Department of Education for individuals who are under 18. Also, applicants have to be at least 16 years of age. No one under 16 years of age may participate.

Option 1: Scheduling for the GED exam

1. Persons 16 or 17 years old who do not have a diploma and are not enrolled in high school must have a disclaimer.
2. If an agency like SRS or Corrections is paying for the exam, the agency requires you to document your readiness for the exam by doing well on the Official Practice Test, which we can schedule and which does not cost you anything but your time.
3. Reservations must be made at least a day ahead of the scheduled GED exam, but due to the limited space, participants should plan ahead. You may need to schedule at least two weeks in advance.
4. You must make your reservation in person.
5. A picture identification card is required at the time you make your reservation.
6. The testing fee is $57.00 and is paid at the time of the reservation.
7. When you register for the GED, the state of Kansas application form is also completed. This application form is the state's required form and is available at our center.
8. Just so you know, GED preparation and review books are available through the public libraries and book stores.
9. If you have a disability, we can request accommodations that might help you on the exam. You have to let us know. We have to get permission for some of the accommodations.
10. I have an informational packet of materials which gives additional details and instructions.

Option 2: Enrollment and scheduling for adult education classes

1. No fees are required.
2. We start new classes each week.
3. We prefer a reservation but walk-ins are permitted, if space is available.
4. Your first class, which is an orientation, is completed over two consecutive days on Thursday and Friday afternoons.
5. Let us know of any accommodations that we need to make to help you learn.

Option 3: Scheduling for GED practice tests or functional level tests

1. This option is for persons who are unsure if they're prepared to pass the GED exam.
2. An accurate way to check your skills is to complete the Official Practice Test which takes about four hours.
3. The practice testing is free.
4. Reservations are not required.
5. Testing is offered weekly on Monday, Tuesday, or Wednesday afternoons.
6. You can review the results with a staff member and get some expert advice about what your next step might be.
7. You have the option of attending any of the adult education classes in English as a Second Language, basic education, secondary education, or life skills.
8. I have written down information that I can give (or mail) you.
9. Let us know of any accommodations that we need to make to help you learn.

Option 4: English as a Second Language (ESL)

1. Applicants interested in ESL classes must be at least 16 years of age, not enrolled in high school, and not on an F-1 (student) visa.
2. Enrollment is completed during the first scheduled class.
3. ESL classes meet Monday through Thursday, 8:20 a.m. to 11:00 a.m.
4. Let us know of any accommodations that we need to make to help you learn.

Option 5: Citizenship Classes

1. Applicants interested in Citizenship classes must be at least 16 years of age, not enrolled in high school, and not on an F-1 (student) visa.
2. Enrollment is completed during the first class.
3. The class meets weekly and typically includes members of the English as a Second Language classes..
4. The classes are available at different locations in Topeka.

4. Schedule Orientation or Other Options

Once applicants indicate choices for services, they are scheduled for the first session.

Orientation Session

Applicants interested in the adult education classes, applicants indicate when they would like to schedule their orientation. If an interested person is present at the center, an *appointment card* can be given to him or her with their scheduled orientation time printed on it. At many sites, the first "class" is made up of enrollment, orientation, and assessment activities. While 8 to 12 persons are preferred, up to 20 individuals can be scheduled for a single orientation session.

> **Let's figure out when you can start. The next available session is scheduled for (**day and date**). Will that time work for you?**
>
> In Person:
> **Here is an appointment card as a reminder of the day and time. If this time will not work for you, please call me and we can work out a new date.**

The name and phone number of the scheduled applicant are recorded in the Orientation Schedule Notebook. This record provides a roster of who will be coming to the next orientation session and how many people are expected. Also, if any accommodations are needed for attending (e.g., large print, Braille, wheel chair access, audio or reader assistance, scribe, or adaptive equipment), they should be noted. (Programs may choose another alternative to keeping a notebook; program staff may record the information on index cards or in a computer database.)

Sample Orientation Schedule Notebook

Name	**Phone**	**Special Needs?**
Judith Wilson	453-6890	No
Ernest Smith	434-6421	Uses a wheelchair Claims "can't read"
Lam Nguyen	932-5647	Sitting difficult

Applicants complete the next steps at the first class (orientation session).

Official Practice Test Session

> **The GED official practice test is available on these days (**Name the date and time**). No appointment is necessary.**

In some programs, the staff do not want learners to walk in and take a practice test, or even the GED exam. It may be a defeating experience for the learners or prevent them from undertaking other valuable activities. We know pros and cons exist for both perspectives. We suggest adopting a lenient rule that allows the learners to make their own choices. We also encourage you to make sure the learners are very familiar with the test material as well as with the instructional services that are available through the adult education program.

GED Exam

Individuals interested in scheduling the GED exam complete the GED application form and pay the required GED fee or present their voucher from the sponsoring agency (e.g., corrections or social services). These individuals then review the schedule of the GED testing sessions and schedule their test session(s). The State of Kansas has an application form for persons who want to take the GED. This form is required and can be completed at the time of scheduling for the exam.

ESL Class

Individuals interested in ESL classes are told when the first class session is held. The *appointment card* is given to the applicant.

The next steps for the applicants are completed at the first class session.

5. Distribution of the Information Packets

Our experience has shown that enrollees appreciated receiving materials about the program. Did they read it? We don't know. They did say that they felt the information was useful.

For an in person inquiry:
This packet contains written summaries of the information that I just told you.

For a phone inquiry:
I can mail materials to you, I just need your address. I hope you will feel free to call me back if you have any questions about the materials or if you do not receive them within a few days. I will mail them to you (day).

What we did...

At the Topeka Adult Education Center, applicants received the introductory adult education program packet (given in Appendix B of this component). This packet included many of the following items depending on individual's needs and interests:

1. *Appointment card*
2. Introductory cover letter (with the attachments checked on the list)
3. *Infosheet: The Adult Education center* (A brief description of the center and its services)
4. *Infosheet: Quick Guide to Adult Education Center Services*
5. *GED Infosheet: What is the GED?*
6. *GED Infosheet: How do I take the GED?*

Orientation Class

Persons interested in adult basic education, studying for the GED, or learning English as a Second Language would receive the following items with the scheduled orientation written on the *Appointment card*:

1. Introductory cover letter
2. *Infosheet: The Adult Education center* (A brief description of the center and its services)
3. *Infosheet: Quick Guide to Adult Education Center Services*
4. *Appointment card*

GED Official Practice Test

Applicants interested in assessing their readiness for the GED by scheduling the Official Practice Test receive:

1. Introductory cover letter
2. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
3. *Infosheet: Quick Guide to Adult Education Center Services*
4. *GED Infosheet: What is the GED?*
5. *Appointment card*

GED Exam

Applicants interested in immediately scheduling for the GED exam receive:

1. Introductory cover letter
2. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
3. *GED Infosheet: What is the GED?*
4. *GED Infosheet: How do I take the GED?*

Next Steps for Staff

Add Each Name to the Orientation Session Roster

Participants' names and phone numbers are recorded on the roster for the orientation session so that a running total is kept of the number of expected participants. The center's receptionist maintains this notebook. While 8 to 12 is the preferred number, up to 20 individuals may be scheduled for a single orientation session.

References

Division of Adult Education and Literacy. Office of Vocational and Adult Education. U.S. Department of Education. (1997, September). *National Forum on Adult Education and Literacy: Views from Adult Learners*. Washington, DC: Author.

Consumables

- *Infosheet: Quick Guide to AEC Services*
- *GED Infosheet: What is the GED?*
- *GED Infosheet: How do I take the GED?*
- Appointment cards

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

Quick Guide to AEC Services

Are you 16 or 17 years old?
If *yes*, you will need to have two forms completed that exempt you from school.

Scheduling for the GED Exams

1. Your reservation for the GED must be made at least three (3) days before the exam. To be sure you get in, make your reservation as soon as you can. *Sometimes reservations are needed two weeks ahead.*

2. The GED test fee is $57.00, non-refundable and non-transferable. It is paid at the time you make the reservation, before the test is given. If the individual does not pass all 5 tests, they must again pay $57.00 for the whole exam. Individuals cannot retake individual parts.

3. Reservations are made in person at the center.

4. You must bring a picture identification card to make a reservation.

5. The state of Kansas application form is also completed when you make your reservation.

6. GED preparation and review books are available through public libraries and bookstores.

7. As of January 1, 2001, the prospective test taker is required to pass the Offician Practive Test prior to taking the actual exam.

Enrollment and Scheduling for Adult Education Classes

1. Classes and skills testing (not the GED exam) are free.

2. Classes are held every other week. A reservation is required for the first class.

3. Orientation is completed in the afternoon of the first two days of class.

Scheduling for GED Practice Tests

1. This option is for persons who are not sure if they're ready to pass the GED exams.
2. Completing the whole GED Official Practice Test takes about four hours.
3. This testing is free.
4. You may discuss the results of the test with a staff member and get expert advice on what to do next.
5. You may attend any of the adult education classes. (Orientation class is required before attending these classes.)
6. Additional information and materials are available.

English as a Second Language (ESL) Classes

1. You can enroll during your first scheduled ESL class.
2. Classes are from 8:00 to 10:00 for beginners and 10:15 to 12:00 for intermediate/advanced students Monday through Thursday.

Citizenship Classes

1. You can enroll during your first scheduled class.
2. Classes meet weekly.
3. Classes are at different locations in the Topeka community.

Please tell us: Do you have special needs or disabilities you would like us to know about?

GED Infosheet **What is the GED?**

What is the GED?

GED stands for **G**eneral **E**ducational **D**evelopment. The GED is an exam that takes 2 days to complete. It is for people who do not have a high school diploma. If you pass, you get a high school diploma from the Kansas State Department of Education.

You should plan to study in order to pass the exam. GED practice tests are available to help you decide when you are ready to take the test.

Who can take the GED?

You must:

- be a Kansas resident
- not be currently enrolled in school
- not be a high school or GED graduate
- be 16 or older

What is on the GED?

The GED exam has five parts: (1) writing skills, (2) social studies, (3) science, (4) interpreting literature and the arts, and (5) mathematics.

Writing Skills - This test has two parts: (1) editing sentences and proofreading for errors, and (2) essay writing.

- Part 1 has 55 questions and a 75-minute time limit. Part 1 tests the ability to edit and correct problems in sentence structure (35%), usage (35%), and mechanics (30%).
- Part 2 is an essay with a 45 minute time limit. Part 2 contributes 35-40% of the total writing skills score.

Social Studies - Questions cover history (25%), economics (20%), geography (15%), political science (20%), and behavioral science (psychology, sociology and anthropology) (20%).

- This test has 64 questions and an 85-minute time limit.

Science - Questions cover biology (50%), earth science, physics, and chemistry (50%).

- This test has 66 questions and a 95-minute time limit.

Interpreting Literature and the Arts- Questions test how well you understand selections from popular literature (50%), classical literature (25%), and commentaries about literature and the arts (25%).

- The test has 45 questions and a 65-minute time limit.

Mathematics - The test covers arithmetic (50%), algebra (30%), and geometry (20%).

- The test has 56 questions and a 90-minute time limit.

What are some hints for taking the GED?

This page is a *quick* guide to help you. The best way to prepare for taking the five parts of the GED test is to study. These hints, though, might give you a bit of an advantage.

Scheduling:	You must register in person at the testing site. The sooner you register, the better because of possible space limitations.
Arrival time:	Arrive early. If you are more than five minutes late, you will not be allowed to take the test.
Emergency situation:	If an emergency keeps you from attending, please call to reschedule your testing.
Testing time:	The tests are administered over two days.
Materials:	Bring (1) a stamped, self-addressed business size envelope, and (2) a current Kansas driver's license or Kansas I.D. card.
Test preparation:	Study and review the GED practice questions and information before the test. "Cramming" the night before the test will probably not help.
Test questions:	Except for one essay on the Writing test, all questions are multiple choice.
Test session format:	The tests are timed. You should try to be halfway through the test when half of your time is used up.
Test results:	Your scores will be mailed to you. If your scores are lower than you like, the staff is very interested in helping you improve those scores.

Where can I learn more?

GED Infosheet **How do I take the GED?**

The GED exam takes 2 days. You can schedule the GED for day or evening testing sessions. You must first make a reservation.

Make your reservation well before any deadline. You **must** make the reservation at least one day before the exam.

⇒ Reservation hours are ______________________________

____

⇒ Go in person to the

____

____

____

⇒ You must bring:

1. Picture ID
   *Current Kansas driver's license **or** Kansas I.D. card*
2. Your social security number
3. Name and address of your last school,
   the last date you attended,
   the last grade you finished
4. $57.00
   You must pay at the time of the reservation.
5. **If you are 16 or 17 years old,** you will need two forms completed by your school district: (1) the Compulsory Attendance Exemption Form and (2) the Compulsory School Attendance Disclaimer.

How do I get my GED diploma?

When you pass the GED, your diploma is available 6-8 weeks after the test. Diplomas may be picked up at the Adult Learning Center during office hours (______________________). You must show a picture identification to pick up your diploma.

How can I get a transcript?

Graduates may get official GED transcripts from the:

Adult Education Program Consultant
Kansas Board of Regents
700 SW Harrison, Suite 1430
Topeka, KS 66603
(785) 296-7159.

Transcripts cost $5.00 each (cash, certified check, or money order).

What if I have a disability?

If you have disability, you may receive special testing accommodations. First, you have to tell us about your disability and we will plan with you the best ways we can help you with testing or classes. Please bring any reports you have about your disability to help us understand your special needs.

Where can I learn more?

____

____

____

____

APPOINTMENT CARDS (front)

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

Conference

with ____________________

on ________ ________ ________

Day Date Time

APPOINTMENT CARDS (back)

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Adult Learning Center

(center name)

(address and phone)

Orientation

Date:
Day:
Time:

Nonconsumables

- *Sample Infosheet: The Topeka Adult Learning Center*
- Sample *GED Infosheet: For 16 and 17 Year Olds*
- Sample *Compulsory Attendance Exemption Form*
- Sample *Compulsory Attendence Disclaimer*
- Kansas State Department of Education: *Commonly Asked Questions Regarding the New Compulsory Attendance Act*

SAMPLE INFOSHEET:
The Topeka Adult Education Center

Topeka's Adult Education Center is part of the public schools. The center is at the Kaw Area Technical School. It offers many services to people over the age of 16. The center's staff values life-long learning. The center offers free educational programs.

What is offered?

Our staff will help you:
- Pass the GED
- Prepare for college
- Work on reading, math, and writing skills
- Prepare for a vocational program

Basic Literacy and Life Skills: Study is offered in reading, writing, and math. Persons who want to continue their education can take this class. Instruction is directed to the person's needs.

GED Preparation: This class is for persons who want to study for a GED diploma. Reading, writing, and math classes prepare persons for the exams. Reading instruction emphasizes social studies, science, and literature & arts. Learners are taught in small groups as well as one-on-one.

English as a Second Language (ESL): Spoken and written English are taught to persons who do not have English as a first language. This class is taught in groups. A weekly citizenship class is also offered.

GED Testing: Individuals who are prepared can schedule the GED exam. Testing costs $57. Call for more information.

What does it cost me?

Classes are free. The books and materials are free. The only costs are to take the GED exams.

Who teaches?

Classes are taught by teachers experienced in adult education and by volunteer tutors. The teachers have training in adult education.

How is instruction provided?

Participants are pretested to help them learn their educational strengths and weaknesses. Personal programs are planned based on the pretest results. Participants work with staff to identify participant goals and to set educational plans.

The staff members use many teaching styles and materials, including computers. All books and materials are free.

When are classes available?

Day instruction is available throughout the year. Learners may attend class Monday through Friday from 8:00 a.m.-12:00 p.m. and 1:00 p.m.-3:00 p.m.

On Tuesday and Thursday evenings, classes are offered from 6:30 p.m. to 8:30 p.m., September through April only.

What is the first step for me to attend?

Call (785) 273-7140 (Extension 352) for information, or drop by the center Monday through Friday 8:00 a.m. to 12:00 and 1:00 to 4:00 p.m. We can also mail you information.

Kaw Area Technical School
5724 SW Huntoon St.
Adult Education Center
Building D

****This information sheet is no longer useful in the State of Kansas because of recent changes in the state's regulations. Kansas residents now use the "Compulsory Attendance Record: and "Compulsory Attendance Disclaimer." We have included this infosheet for other states where the regulations have relevance and as an example of how similar issues might be addressed.****

GED Infosheet **16 & 17 Year Olds**

If you are 16 or 17 years old and want to take the GED exam, you **must** have officially dropped out of school and have a permit to take the exam. Here are the three steps for you to follow:

Step 1: Get an Official Testing Permit from the State Department of Education.

Have the principal at the high school in your attendance area (the school you would attend if you were enrolled in high school) sign the **GED Certification Form** (a copy is on the next page).

Or, the principal may write a letter **on school stationery** saying you:

(1) are not currently enrolled in the school,
(2) are not likely to re-enroll in school, and
(3) would benefit by a Kansas high school equivalency diploma.

If you cannot get help from the principal, write for permission to take the GED exam. Write to the:

Adult Education Program Consultant
Kansas Board of Regents
700 SW Harrison, Suite 1430
Topeka, KS 66603

Or, for information call: (785) 296-7159.

If you are under the care of a federal, state, or local agency (like SRS, KanWork, Vocational Rehabilitation, or Corrections), you may get a letter of recommendation from that agency.

Step 2: Mail or take certification form to the:

Adult Education Program Consultant
Kansas Board of Regents
700 SW Harrison, Suite 1430
Topeka, KS 66603
For information call: (785) 296-7159

Step 3: Get Testing Permit

If you mailed your form, your testing permit will come in the mail.

If you take your completed form to the Department of Education, they will give you the testing permit.

Bring your testing permit when you register for the GED exam.

Authorization For 16 And 17 Year Olds
To Take The GED

Certification Under K.A.R. 91-10-1a

I, the undersigned, hereby certify that I am the superintendent of Unified School District No. ________ , ________________________ County, state of Kansas, or the superintendent's designee for the purposes of K.A.R. 91-10-1a, and further certify that ______________________________ is eligible to attend school in this district but is not enrolled in school at this time and is not likely to re-enroll in school, and, in my opinion, would benefit by receiving a high school equivalency diploma.

____

Name: Superintendent or designee

____

Date

SAMPLE Attendance Disclaimer

COMPULSORY SCHOOL ATTENDANCE DISCLAIMER

Pursuant to K.S.A. 72-1111, as amended, Section 1, (a) and (b), Unified School District No. 628 encourages Amanda Longmont to
name of pupil
remain in school or pursue an educational alternative.

The academic skills listed below have not been achieved by the undersigned child:

1. Essay writing
2. Critical thinking
3. Solving algebraic equations
4. Reading for comprehension
5.
6.
7.
8.
9.
10.

The future earning power of a high school graduate is $ 820,870 over his/[✓ her] lifetime. The difference is $ 608,810 over a lifetime.

The child, Amanda Longmont, is encouraged to attend one of the alternative education programs approved by the Board of Education of Unified School District No. 628 and listed below:

1. Adult Education
2. The On-line Academy
3. University of Nebraska Correspondence Courses

We, the undersigned, acknowledge that we attended the final counseling session conducted by USD No. 628 in which the above information was presented to us.

Amanda Longmont
signature of child

10-27-96
Date

Lynne C. Longmont
signature of parent or
person acting as parent

10-27-96
Date

SAMPLE Attendance Exemption Form

COMPULSORY ATTENDANCE EXEMPTION FORM

Pursuant to K.S.A. 72-1111, as amended, Jacob Cunningham
name of pupil

a child who is 16 or 17 years of age, is exempt from the compulsory attendance requirements of the State of Kansas for the reasons listed below (check appropriate reasons).

○ 1. The child is regularly enrolled in an alternative education program approved by the Board of Education of USD No.______.

☒ 2. The child is exempt pursuant to a court order which is attached to this form.

○ 3. The child and ________________, the parent or person acting as parent, have attended a final counseling session conducted by USD No. ______ and have signed a disclaimer, which is attached to this form.

Signed Jamal Washington
School Official

Jamal Washington
Typed or printed name

counselor
Title

10-31-97
Date

Commonly Asked Questions Regarding The New Compulsory Attendance Act

Janet S. Stotts, Adult Education Consultant

Question 1: **Why are there two forms?** Only the "Compulsory Attendance Disclaimer" is required by law. However, it applies only when a parent agrees to allow the student to quit school. The "Compulsory Attendance Exemption Form" provides a record for recording any one of the three statutory basis for exemption from school attendance.

Question 2: **Do the 16 and 17 year olds who now have a permit for GED testing, have to get a disclaimer/court order?** YES. No one is grandfathered in, even if they have already begun testing. An adult education center may be recognized by the local board of education as an approved alternative education program, but at present, there is no information about how this might take place. It is doubtful that just GED testing can ever be called an alternative education program since it comprises only assessment and not instruction.

Question 3: **What about home schooled adolescents? Do they need a disclaimer?** YES, but here is where it gets a little confusing. If they continue in home schooling, they don't need a disclaimer, but aren't eligible for adult education or GED testing. If they have graduated from their home school, they are eligible for adult education or GED testing and still don't need a disclaimer. A graduation certificate from their home school is acceptable if it is signed by their parent or the person in change of the home school. However, if they are not currently being home schooled and have not graduated from their home school, then they should be referred to their school district of residence for the required "final counseling session," and to sign a disclaimer.

Question 4: **What about a youth who moves in from another school district or state? Do they need a disclaimer?** YES. The school district they have moved into does the "final counseling session," and then the parent and the youth sign the disclaimer.

Question 5: **What if they are living with a friend and aren't in touch with their parents?** Whomever they are living with should be the "person acting as parent." This is up to the school to determine if they fit in that category.

Question 6: **Does the testing center take the youth's disclaimer?** NO. The youth should be required to give the testing center or adult education center a photocopy of it, and it should be placed in the youth's file. The youth may need to obtain a copy of the disclaimer from his or her school district.

Question 7: **Does an emancipated youth need a disclaimer form?** NO. According to Mr. Rod Bieker, an attorney in the Kansas State Department of Education, when a child is emancipated, he is made an adult in the eyes of the law. It is as if they turned 18 the moment the judge signs the emancipation document.

Question 8: **What if the young person is married?** A married youth is considered emancipated in relation to this statute.

Question 9: **Does the disclaimer for the school district have to look exactly like the one that was sent us?** NO. They can put it on their own stationary and leave it unchanged. However, there is nothing to say that they can't completely design their own disclaimer as long as it cover the necessary points as outlined in the law and shown on the form.

Question 10: **What is an alternative education program approved by the local board of education? Is it an alternative high school?** An alternative education program is whatever the local school board chooses to recognize. It isn't logical for an alternative high school to be recognized as an "alternative educational program" by the school district of which it is a part for the purpose of exempting a youth from attending that school district, but it could be. The alternative educational program could also be the closest adult education program or a correspondence course.

Question 11: **Does a student on an IEP need to have this disclaimer?** NO. The whole law does not apply to students who have an active IEP and are enrolled in special education. They are still covered by a different school attendance law which is part of the Special Education for Exceptional Children Act.

For more information, please call Pat Anderson at (785) 296-4917.

Appendix A

First Contact Script

Pre-Enrollment First Contact Script

	Pre-Enrollment script pg. #
1. **Welcome** (Thank you for inquiring.)	79
2. **Identify Program Options** "We offer... (a) the GED exam (b) adult education classes (for pre employment, life-skills, and preparation for the GED exam) (c) GED practice tests or assessments (to help you decide which option to choose) (d) ESL and citizenship classes."	79
3. **Option Descriptions** "I will tell you a little about whichever option(s) interests you." "I will also send you information in the mail." "First, are you **18 years or older**?" "If not, we need your attendance disclaimer and attendance exemption form... Use the *Quick Guide to AEC Services* Infosheet to describe specific options. Do you have any special needs or disabilities that we should know about? The first class session includes an orientation to the program.	80
4. **Schedule Orientation Session** when appropriate. Record the information on the *appointment card.*	88
5. **Give or mail materials** For mailing, record the applicant's address on the materials' envelope. Give or mail materials to the applicant.	90

Appendix B

Adult Education Program Packets

Adult Education Center Program Packets

Applicants receive the introductory adult education program packet which includes many of the following items depending on their individual needs and interests:

1. *Appointment card*
2. Introductory cover letter (with the attachments checked on the list)
3. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
4. *Infosheet: Quick Guide to Adult Education Center Services*
5. *GED Infosheet: What is the GED?*
6. *GED Infosheet: How do I take the GED?*

Orientation Class

Persons interested in adult basic education, studying for the GED, or learning English as a Second Language would receive the following items with the scheduled orientation written on the *appointment card*:

1. *Appointment card*
2. Introductory cover letter
3. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
4. *Infosheet: Quick Guide to Adult Education Center Services*

GED Official Practice Test

Applicants interested in assessing their readiness for the GED by scheduling the Official Practice Test receive:

1. *Appointment card*
2. Introductory cover letter
3. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
4. *Infosheet: Quick Guide to Adult Education Center Services*
5. *GED Infosheet: What is the GED?*

GED Exam

Applicants interested in immediately scheduling to take the GED exam receive:

1. Introductory cover letter
2. *Infosheet: The Adult Education Center* (A brief description of the center and its services)
3. *GED Infosheet: What is the GED?*
4. *GED Infosheet: How do I take the GED?*

Orientation Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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Orientation Component

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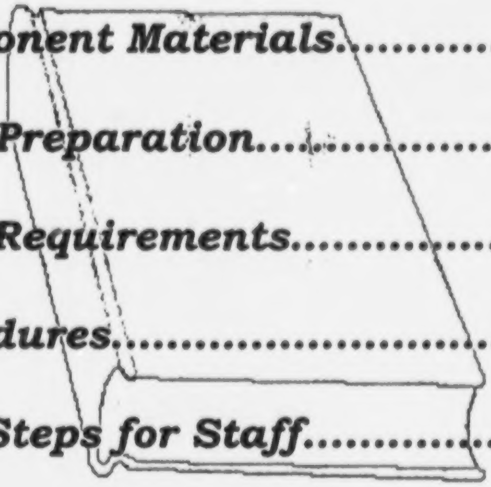


Goals

1. Understand the adult learners' interests and needs.
2. Encourage learners to complete the assessments and classes.
3. Develop a working relationship among the learners and staff.
4. Develop a shared identity among adult learners.

Intended Outcomes

Adult learners will:

1. Complete the enrollment and orientation materials.
2. Know which services they need.
3. Be acquainted with the staff and other learners at the adult education center.
4. Be prepared for the Assessment Component.
5. Understand the relationship between the adult education program's procedures and future job and school success.

Introduction

The Orientation Component provides a formal welcome and introduction to the adult education program. Persons attend orientation as an entry to adult basic education (ABE), preemployment, GED or ESL classes. For most adult learners, completing the Orientation Component is their first class with the program. Four goals are addressed in this component. The first goal is for the learners to express their needs and interests.

In the orientation activities the staff and adult learners explore the match between what the learners want and need and what the program has to offer. The second goal is to motivate learners to complete assessments and classes so that they view the program as a means of reaching their goals. The third goal is that the learners develop a working relationship with the program staff. The fourth goal is that learners develop a shared identity with other adult learners. While learners complete tasks related to enrollment, the more important accomplishments are social, namely that they feel welcomed into the program and begin to develop the social relationships that will support their continued participation.

One program's experience

Many learners balked at the idea of coming to an orientation. Most adult learners were anxious to "just get started." One way we made the Orientation/Prescription Component more palatable was to make it the first two class periods rather than identifying it as an orientation session.

Also, our Orientation/Prescription phase included a tour of our facility and a small group activity. This phase was scheduled during afternoons, which were the slower times at our center.

Some adults contact the program believing they are ready for the GED or the GED Official Practice Test (OPT). We adopted the position that we would honor the desires of the learner after being sure he or she was aware that preparation assistance is available (see Pre-Enrollment Component) and we scheduled that adult for the requested testing. If they later wanted to attend classes, they would then complete the orientation session.

Orientation component activities are critical to developing rapport with the enrollees. For a variety of reasons many adult learners feel uncomfortable because of previous educational experiences, especially experiences within a school. Thus, building rapport is essential. Rapport with staff increases learners' sense of self-worth, the contributions they will make, and benefits they will gain from participating in the adult education program. If good rapport is established, the learners will attend more regularly, accrue more hours of participation, and be more likely to reach their goals. Good rapport between adult learners and staff also contributes to enrollees developing a sense of being part of a community of learners. The concept of a learning community, if adopted and promoted by the staff, can help establish a tone of valuing learning and sharing learning with others.

A Reference Sheet describing some of the principles of a community of learners is included and may be helpful for the instructional staff (see the "Nonconsumables" section of this component).

This component's activities are directed by one or more of the staff, and when possible, a program enrollee as well. The activities are carefully designed to provide both small group and individual experiences. That is, many of the activities are designed for completion in a small group setting and others are oriented toward individual enrollees working on their own. The intent is to mimic the kinds of orientation experiences that persons encounter in employment or post secondary settings or as they participate in community organizations or social services. Individuals who can complete these activities have a basic familiarity with the expected roles and responsibilities they would encounter in those other settings and have a greater likelihood of working together.

During the orientation activities, learners may indicate that they have a disability or a suspected disability. For students with disabilities, accommodations may be necessary. For some disabilities the staff will want to begin collecting the needed documentation to verify the disability and make it available for future reference. For example, if learners want accommodations on the GED or other examinations or in the employment setting, they will need to have information that verifies the disability and the appropriateness of any accommodations. If the learner is not in need of accommodations, a minimal need exists for obtaining disability-related information and the sense of urgency about collecting information is lessened. For learners with suspected disabilities (e.g., hearing, vision, or learning disabilities) staff can begin identifying relevant information about the disability and possible referral sources.

The quality of adult education programs varies. To improve services for adult learners, the Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp. 46-49.) This is the indicator relevant for this component:

1. The program serves participants with documented disabilities. (Measure 1.3)

Component Materials

Consumables

- Index cards or other name cards
- *Enrollment Form*
- *Goal Setting*
- *Learning Preferences Worksheet*
- Copies of the placement test protocols for assessment (e.g., CASAS)

Nonconsumables

- Daily Attendance Roster
- Overhead: *Life-long Learning Model for Adults*
- Overhead: *Roadblocks to Success*
- *Orientation Class Agenda* (Instructor version)
- *Orientation Class Agenda* (Learner version-laminated or in sleeves)
- Resource Sheet: *Life-long Learning Model for Adults*
- Resource Sheet: *Differences in Instructional Approaches*
- Resource Sheet: *Legal Rights and Responsibilities*
- Reference Sheet: *Community of Learners*
- Reference Sheet: *ADA and 504 Implications for Individuals with Disabilities in Adult Education*
- Adult learner Orientation notebooks of nonconsumable materials used in the Orientation

What we did...

Our project site was located at a technical school. To take advantage of this connection, some of the orientation materials made a reference to the school. This material was valuable in helping contrast the AEC services and policies with those of the technical school. Learners also liked seeing the other courses of study that were available. We believe this information helped increase motivation to participate and facilitate the transition to post secondary settings.

Staff Preparation

1. Check the number of scheduled adult learners on the roster.
2. Get the roster of expected learners from the clerical staff.
3. Ensure that meeting space is available for the orientation class.
4. Check handout materials for sufficient number of copies.
5. Prepare Orientation notebooks with nonconsumable materials for each participant. The binders are used during the orientation class. Each binder includes materials like the agenda, overheads to be displayed, and resource sheets. The binders help the learners follow the topics.
6. Provide name cards. Name cards can be completed in advance, or by learners as they arrive.
7. Arrange the materials and the setting. Place an Orientation notebook for each learner where you expect them to sit. Or as an alternative, you might give each a notebook and enrollment form as they enter the room and you introduce yourself. The learners meet as a group. The group size can vary and may go as high as 20, but a group of 8 to 12 is desirable. Group-seating at tables is preferable to individual desks. Control what tables learners sit at by placing agendas and materials at chairs around the tables. At each seat, place an Orientation Class Agenda.

8. Other needed materials include: marker pens, pens, and pencils.
9. Set up the overhead projector and focus the image.
10. Review your goals for the class. To assist in developing and reviewing those goals, review the Reference Sheet: *Community of Learners* for critical points to remember (see "Nonconsumables" section of this component).

Time Requirements

This component requires about 2-1/2 hours the first day and about 2-1/2 hours the second day, in a combination of small group and individual activities. The activities follow a structured, time specific agenda during which the learners complete forms to provide background information as well as information about broad goals, learning preferences, barriers, and assessments.

Procedures

1. Welcome to the Adult Education Program

The most important part of this orientation is to welcome the adult learners. This welcoming can be helped by greeting learners and introducing yourself as they enter the room.

Use the roster of expected adult learners to indicate who is present. One way to indicate that information is to use a highlighter and highlight the names as you learn them. (This roster can be useful later in the class when discussing goals. The roster illustrates that these people on the list set a goal for attending, but only the people in attendance met that goal.)

After orientation, return the learner roster to the program secretary for record keeping.

2. Completion of the Program Enrollment Form

The *Enrollment Forms* are distributed as learners arrive. Learners are individually asked to complete the form down to "Please Stop Here." The information on the *Enrollment Form* elicits each applicant's name and basic contact information.

Note: If an applicant is interested in ESL classes, the *Enrollment Form* is completed at the first ESL class session. A different version of the Enrollment Form is used for ESL.

For individuals 16 or 17 years of age within the state of Kansas, the Compulsory School Attendance Disclaimer and the Attendance Exemption Form must be completed and a copy available for the adult education center.

Some adult learners may have limited skills to read or complete the *Enrollment Form* in person. If so, an accommodation may be required. A staff person (secretary, volunteer, or an instructor) should assist the applicant in a private setting (e.g. separate table). Work through the form eliciting the information requested.

On the *Enrollment Form*, each applicant is encouraged to provide a name, address, and phone number of a contact person in the event of a medical emergency or a follow-up by program staff.

Ethnic group membership and educational history information are needed as part of enrollment. Ethnic group membership is part of the state's reporting requirements to the U.S. Department of Education, which partially funds the adult education program.

The learners sign their *Enrollment Forms*. Learners keep the form to complete during the orientation session. During orientation, learners' *Enrollment Forms* are verified individually by a program staff member. If time is short, this verification may be done during the prescription meeting. This verification is recorded on the *Enrollment Form* in the upper right hand corner of the front page by a staff member initialing and adding the date. The remainder of the *Enrollment Form* is completed during the orientation session. The entire form is reviewed with each learner as part of the Prescription Component.

3. Selling the Program

Introduce yourself to the whole group and offer a brief description of your experience with the program (e.g., years taught, best lessons you have learned from enrollees, and personal goals for classes).

Optional Activity

One or two of the program's current enrollees could also extend a welcome to the learners. (Different groups of enrollees might attend the orientation to demonstrate the diversity of the program.) This welcome can be coached and rehearsed with a team of enrollees. Their welcome might include: an explanation of their goals for attending, what they like most/least about the program, and how the staff members have helped them. Enrollees may also talk about having disabilities and what accommodations are provided to help them. This may encourage learners to let the staff know that they also have disabilities, are willing to test for disabilities, and/or accept appropriate accommodations. If learners see enrollees with disabilities act as role models, learners may be encouraged to inform center staff about their own disabilities when they normally wouldn't. These enrollees might also share that many others have sat where the learners are sitting now, and that they are not alone in wanting to reach their goals. Also, other enrollees may indicate that they are interested in helping new learners understand the adult education program.

If a videotape is available about the program and the types of outcomes employers, post secondary educators, and others expect of GED program learners, you should show it now.

Welcome to your first class in our program. My name is (name). **First, I congratulate you on arriving and your willingness to participate. I believe that you will find that the learning opportunities we offer will be valuable to you as you pursue other opportunities in your future, whether they are at work, in another educational setting, or in the community. I have worked with this program for** (number) **years and want your time with us to be very beneficial to you. The whole program exists and will continue to exist as long as we are useful to all of you. The more helpful we are to all of you, the better our program will be.**

Now a couple of reminders. First, you will hear me say this in several different ways but the point is that we are here to help you and the other learners. Part of being helpful is for you to let us know what you need or don't understand. So please ask your questions and we will know better how to help you.

My second reminder is that our orientation process includes the work we will complete today as well as an assessment in reading and math that you will complete tomorrow. Today's class will last until (dismissal time).

Begin building the image of the learners as "authors of success stories." Picking up on the theme of the adult education program as offering new opportunities for the learners, you might describe the new opportunity they have. Adapt the following script to suit your style:

(A) Part of this work that is exciting to me is getting to learn with and work with enrollees like you who want an opportunity for more success. What does it mean to you to be successful? How will you know if you are successful? (Allow time for responses. Record responses on chalk board, overhead transparency, or easel)

Many of you have perhaps never felt successful. But everyone is successful in some way. Who do you know who is successful? What are some of the things at which you have been successful? Solicit answers. You might suggest they are all successful because they have managed to be here today. **Our job is to help you tap into and increase those qualities that make you successful. The staff is here to serve as your teacher, advisor, and advocate. While you have primary responsibility for reaching your goals, we are here to help you do that.**

(OR)

(B) Part of this work that is exciting to me is getting to learn with and work with enrollees like you who want an opportunity for more success. I believe that you are here because you want to start a new chapter in your life's story. And that chapter will have a title like "Writing My Success Story."

Now here's the great part about coming to the adult education program. You don't have to write this chapter by yourself. The staff will be your co-authors or maybe just your advisors! That means, that while you have primary responsibility for the chapter and all that goes into it, we will help you according to a plan that each of *you* believes best suits *your* interests and needs. I believe you will find that attending and completing your adult education goals is a small but important chapter for other successes, especially in jobs, in participating in the community, or in other educational settings. So again, think of us as assistants to you as you plan your educational goals and work towards educational success.

(Resume.) In a few minutes we will describe the details of our adult education program. For now, I will point out that we have designed our program with emphasis on working in groups and on job-related skills because that's what employers and graduates have repeatedly told us was important.

Punctuality, dependability, personal responsibility, and getting along with others are important characteristics of those who have better jobs and feel a part of the community. Right now though I'll get off my soap box so we may learn about you.

Optional Activity

A common belief is that adult learners have had limited success in previous formal educational settings and that they are reluctant to continue or even believe that they can be successful. To present an alternative view the following formula is written for learners to see.

Success = Planning + Organization + Effort

The formula is written on the chalkboard, whiteboard, or overhead transparency and reviewed with learners. Review each term in the equation.

- What do we mean by planning?
- What difference does planning make?
- How does organization make a difference?
- Who controls the effort you make?
- How do you know when someone is making an effort?
- Which of these terms are controlled by you?
- Which terms are controlled by the program's instructors?
- What else is important in your formula for success?

This formula can be very helpful as you progress through the remainder of the agenda. By having the formula visible, other agenda topics like goal setting and roadblocks can be tied to this discussion.

An alternative is to introduce this topic along with the picture of the Lifelong Learning Model for Adults later in the agenda. Success begins for most of us in small steps and then we build.

4. Introductions

Having learners introduce themselves can present several opportunities for them to interact with others in the group. A favorite activity is to have the learners take a few minutes to introduce themselves to one another in pairs. The current enrollees might also participate in this activity. The following text provides a rationale for orientation activities.

You have met me and perhaps some other staff. Help us get to know you and also to get you to know one another. My experience is that one of the most uncomfortable activities that I do is introducing myself to someone else. On the other hand, I know that I enjoy getting to know other people and nothing bad has ever happened when I introduced myself. Please take a chance here and introduce yourself to the group.

Allow time for introductions and thank each learner.

Optional Activity

Here is another option for introducing learners to one another.

Let's take some time to briefly interview a partner so that you can introduce one another to the larger group. That is, you will tell us what you just learned about your partner.

First let's team up with two to three others sitting next to you. Does everyone have a group? Here are the directions.

Exchange the names of those in your group and have a get-acquainted interview.

Here are some questions that might help:

- **What are your favorite foods?**
- **What are your favorite television programs, movies, and sports?**
- **How did you hear about the adult education program?**
- **What is the most positive thing that has happened to you today?**
- **What makes learning easy/difficult for you?**
- **What would you most like to learn while you attend the program?**

After the three minute interview time, ask the learners to introduce one another. You may offer supportive comments to the learners. Allow three minutes for this interview activity.

What did you notice in your groups? Ask groups to reflect about their group activity. Offer examples of things they may have learned about one another, such as: experiences in jobs and school-related activities; experiences with some people taking leadership roles; instances of shared roles and divisions of labor; and, a certain "afterglow" or good feeling of being connected with others.

The point of this exercise is for learners to begin to associate with others in the group and feel your support for their efforts.

5. Agenda Review

Begin with a review of the session's agenda, which the learners have in their Orientation notebooks (example provided on page 159). Indicate that there is a parallel between the structure of this session and the organization of most of the classes. Each time learners attend the program, the session will be organized to reach particular goals just as people go to work to accomplish particular goals.

> **You should have a copy of this *Orientation Session Agenda* in the notebook in front of you.** (Hold up to show and at the same time display on the overhead). **Let's look through it so you know what the next couple of hours hold for you. Feel free to write any notes or questions that you would like to remember.**
>
> **This agenda will help us organize our time and give you a quick picture of what's ahead. You can see the topics and the amount of time planned for a topic. We have already completed the first couple of topics. I'll preview the upcoming topics. Please stop me when you have a question.** (Questions that cannot be answered quickly should be written on the board with the assurance that you will return to them. Try to answer questions at the end of a section of the agenda, as opposed to saving them for the end of the class.)
>
> **Writing a book, fixing a roof, baking a loaf of bread, sailing a ship, or getting a great job all have at least two things in common. They all take work and you must have a clear goal. Likewise, to succeed in adult education you have to work hard and have a goal. Goal setting is an important part of the process and for some, possibly a difficult task. We'll work on it together.**
>
> **Under #5, Program Description, you will learn a bit more about the adult education program and the staff. We don't have a lot of secrets to share, rather just some brief information. We will also describe the structure of the program.**

The next topic called "Roadblocks and Strategies for Success" is intended to help us figure out how we can reach our goals. I imagine that you likely have some good stories of how you started out to do one thing, but wound up doing something very different.

We assume that you chose our program because you wanted an opportunity to work on your goals. Under the next agenda topic, #7 "Description of Instruction," I will describe how we provide instruction to help you reach your goals. The important point is that you begin to get a sense that any formula for success includes the critical ingredient called "self-direction."

When you stop to think about it for a minute, you realize that each of us has a unique set of skills, a variety of previous learning experiences, different goals, and so on. Some of those differences are due to age and other differences are due to our differences in abilities. For you to be successful, we want to match the uniqueness of you with the right instructional approaches. So under #8 "Learning Preferences," we are going to begin to look carefully at how you can take the best advantage of what our adult education program has to offer. That task will take quite a bit of time and actually is part of what we'll be doing every time you attend.

Do you see the topic "Legal Issues?" Part of planning your success is understanding that some of you might have the benefits of special protections offered by federal and state laws for persons with a disability. We will quickly review that information with you as a group; anyone who wants to talk more about it may do so privately later on.

On the topic of "Description of Assessment Options," I will describe the role of the test information that we collect and how that information can be very valuable to you. You will like these tests if you are one of those people who likes to learn more about themselves and who are willing to take some risks.

The last topic is moving on to the first part of your assessments. After that, you will be ready for whatever else you had planned.

It looks like a lot, but it will move quickly.
What questions do you have now?

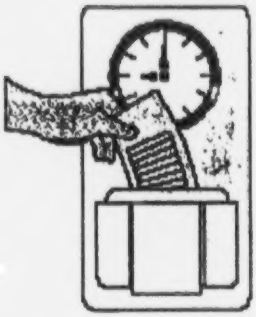
6. Goal Setting

This topic concerns reviewing goals for attending adult education. A list of possible goals are provided and serve as a basis of discussion. In the exercise the distinction is made between a long-term goal and the short-term goals that are involved.

Remind the learners that they have the option to change their goals later.

Let's turn our attention to the Goal Setting agenda topic. We have planned a number of activities today. These activities were specifically chosen with your future employment and education in mind.

What do you think employers look for in hiring new employees? (Elicit responses. You can record the list and use it as a basis for discussion during this class session. The list they generate can be used in discussing the following important characteristics: getting to work consistently and getting along.)



Employers have told us that the number-one thing they are looking for in employees is that they show up for work. (Offer an example of a company's 3-week training program where employers stressed that coming to work every day is important. The 3-week training session was used as a test to see who would consistently show up. If trainees couldn't make it to the training sessions every day for three weeks, they wouldn't get hired.)

Another important skill to employers is the ability to get along with others. Few employees work independently of others. Therefore, this orientation will have some group activities to help you become more comfortable working with others and, hopefully, to get you started on your future success on the GED or other goals, and ultimately in further schooling and on the job. All of our activities have been carefully designed with your future success in mind.

I am passing out a two-page sheet (*Goal Setting*) concerning goals, your career goals, and goals for attending our program. We will read down the list together and can discuss any you are not sure about.

In Part 1 we want to get a longer look at what you would like to do. That's why we call it career goals. We don't suppose that you want to always stay in school. So, what do you dream you will do a year from now, in 5 years, and in 10 to 20 years? Please write a line or two about your future plans.

Ask what questions they have. **What questions do you have now?**

When their questions are answered, proceed.

In Part 2 our focus is on the goals that are important to you in reaching your career goals. We will go through this list. Feel free to ask a question about any goal that isn't clear to you.

After we read a goal, circle its letter if it is a goal for you right now. You might think these are all good goals to have, and that is true. But only circle the ones you most want to work on first.

By choosing only a few, we will know which ones you need the most help with; those would be the ones you need help with first or that you don't think you do well yet.
By all means let us know any of your goals that do not appear on this list.

Read down the list and discuss each one to be sure it is clear. Allow the learners time to review and complete the list. Elicit some examples of goals and how the learners believe that meeting the goal will help them.

Some of the responses may be sketchy or very broad. Such goals may be difficult to work into a course of study. When the learners meet with individual staff members to develop their prescriptive plan, they can also work on identifying more specific goals.

7. Program Description

This topic is included so learners will have a sense of other options available in the program. Have the overhead transparency *Lifelong Learning Model for Adults* ready.

Let's move on to agenda topic #5, labeled "Program Description." The goal of this agenda item is to give an overall view or "big picture" description of the program. Learners attend our program for a variety of reasons and with different goals. Those individual differences mean that no single goal or instructional method is right for all of you. Thus, the program offers instructional options that are incorporated into your *Adult Learning Plan.*

Let me tell you a little about our adult education program. What you need to know is that we have focused our efforts on two specific outcomes for all learners in our program. If these two outcomes are not of interest to you, our program may not be a good match for you. Our efforts are focused on first, increasing the success that you have as you participate in the community and, second, as you work in or toward the employment setting.

What we did...

We believe that learners should visually see a connection between the adult education program and the vocational technical school on whose site adult education is offered. This connection was made by showing some of the courses available at Kaw Tech.

Display the overhead of the courses and tuition at Kaw Tech.

Are any of these programs of interest to you? (Pause.) **This listing includes some of the offerings at our technical school; you might want to learn more about them. Please notice that there are tuition charges for these courses as well as time requirements for completion. What do you know about the instruction or courses in the program?**

Lead a brief discussion about the program, the courses of study, the adult learners who attend, and whatever else you consider important.

These options are available through the technical school. We can help you learn more about them if you are interested.

Find the page in your binder with the *Life-Long Learning Model for Adults.* (Display overhead) **The page looks like the display you see here. Beginning at the left side of the page and working across, you see that there are a number of different approaches to reaching the goal of job and community participation. Our program can provide an important entry for you into many other educational or employment options: vocational school, community colleges, colleges or universities.**

You may want to spend a bit more time on different component boxes of the model. You might consider including a couple of points. First, each person can follow a number of different paths in working toward the goals. Also, more paths could be added to show that people return to vocational-technical school, community college, and college settings even after they graduate, obtain jobs, or complete courses.

8. Roadblocks

This topic is included to help learners consider the challenges they confront in reaching their goals. As roadblocks are identified, a strategy is also considered that might help them. An important outcome is for the learners to realize that more than one solution strategy is helpful and may be necessary.

Let's move on to the next topic on the agenda. We are going to help you to accomplish the goals you have just identified. I have described some of the offerings from our program that can help you reach your goals.

Stop and consider that a number of people sign up for classes or testing and never show up. Some of those people even pay $57.00 for testing and don't show up. What did you do differently today than those people who didn't show up?

(Elicit some answers from the learners and then offer a summary that suggests that they were able to deal with the problems or roadblocks that others did not. This discussion can be very brief but emphasize that they met their goal of attending.)

Point out the pages in the learner notebook that cover the roadblocks.

Tell me one of your goals. (Pause.) Record the goal on the board or overhead transparency.

What are some of the problems that might prevent you from meeting these goals? We need to know what those problems, or roadblocks, might be, so we can help you plan to overcome them. Some might be other obligations competing for your time, or attitudes you or others hold about your chances for success.

Let's take a minute to review the successes that some of you told us you have had. (You might review the list generated during #2, "Selling the program.") **The reason you were successful was due to something you did or someone did to help you. Anything done right, could have been done wrong; so, it took effort to make these successes.**

(Display overhead of *Roadblocks to Success.*) **Now, if you look at the overhead, I have put up a list of "roadblocks" that other learners have described to us in the past. I will add the ones you have mentioned.**

Who can suggest how to beat the first roadblock?

Read first roadblock on the list ("I don't know anyone in the class"). **You might discover that others in the room have faced similar roadblocks and know a way around them.**

Let's look at other potential roadblocks and some solutions.

What we did...

We recognized that child care obligations were a roadblock for many adult learners. To help program participants see that we understood that real roadblocks existed for them, we first recognized a roadblock and then provided information about a possible solution.

For many persons with young children we know that a child's illness can be a reason for missing classes here. I want you to know that you have an alternative so that your child's sickness is not a roadblock.

Lead a discussion about how members of the adult learning group and information from other resources can help us. You might also split the group into small groups of 3 or 4 persons and get them involved in generating solutions for the roadblocks. Each small group could work on 4 or 5 roadblocks on the list or even generate some of their own roadblocks. Depending on time you can continue a dialog about roadblocks and solutions.

Optional Activity

Rather than displaying a list of potential roadblocks to participation and attendance, you could elicit possibilities from participants. The list might begin by including those things that almost kept the participants from getting to today's class.

You could follow up with things that would potentially keep them away tomorrow.

Don't stop with just the barriers. In the discussion, link solutions to the barriers and the need for goals. Goals are not reached if all those influences outside us are given too much attention.

What are two alternative solutions to this (choose one) **roadblock? When this roadblock occurred, what did you do?**

Discuss "losing interest" as a roadblock. Loss of interest is natural, occurs for most everyone, and the best solution is not to quit, but to work even harder and seek more assistance.

9. Description of Instruction

For this agenda item, instructional options are described to the learners. The goal is to make them aware of the numerous learning situations that can be helpful to them in reaching their goals.

Adult learners attend the program for a variety of reasons and with different needs in order to be successful. Individual differences mean that no "one-size-fits-all" instruction is appropriate for all. Effective instruction means that learners may need a variety of instructional options depending on their skill, level of content knowledge, goals, and instructional preferences. Thus, the program offers instructional options that are incorporated into each person's *Adult Learning Plan.* As learners plan their *Adult Learning Plans*, they make numerous choices.

Hand each learner the page labeled *Differences in Instructional Approaches.*

As I suggested, we offer a variety of learning options. You are welcome to pick from among the options the formats that will be most useful to you. And, you can select more than one option, depending on your personal learning needs. Let's look at what the learning options are.

Use this handout to review with me. (Hold up the page or display the overhead labeled *Differences in Instructional Approaches.*) The text below gives you additional information to what is outlined on the handout. You might discuss the options in a question and answer format with such questions as:

- **Has anyone completed a course through the mail? Which of these instructional approaches would be like a correspondence/ mail course?**
- **Who likes studying in a small group or with just one other person? Which approach would be like that?**
- **Who has taken a study skills class? Have you read about ways to improve your memory or to speed up your reading rate? Which of these approaches would match that description?**

Independent Study:

Independent Study means that the learners work at their own pace with an individualized approach. That is, the learners work alone as opposed to working in a group. The instructor helps by recommending instructional materials suitable for the particular learner and provides the minimum instruction needed.

Independent study is for self-directed learners. In an individual approach, learners have a major responsibility in directing their own learning activities and maintaining motivation.

Class Approach:

Classes are designed to provide instruction in particular content areas like reading and writing, math word problems, and science. (Describe classes).

What we did...

Classes were repeated with different instructors at staggered intervals. The classes were approximately nine weeks in length. Maximum class sizes were at 9 to 12 learners to ensure appropriate support for their efforts.

Part of the class content includes opportunities for instruction and practice in methods that will improve the adult learners' achievement. Learners choose which strategies are important to them or what they want to invest effort in learning. The research shows that these classes can be very effective, but learners have to make the commitment to learn them. In the small group, learners, for example, are taught a strategy for improved reading comprehension, paragraph and theme writing, test taking, or self-competency. Learners may participate in as few or as many strategy classes as they desire. They should, however, take one class at a time.

These class options are not meant to be mutually exclusive choices. Notice that the content and strategy classes require a commitment to attend and participate. You do not have to choose any of these classes or you can choose one or more of them. One benefit of structured classes is that you learn valuable skills that are very effective in increasing learning and the fun of learning. A second important benefit is that working together with others is similar to the way companies train employees and how other schools provide instruction. (Pause.)

What other questions do you have?

What we did...

In the project, we experimented with a number of different grouping and instructional options for learners. At one point we had five instructional options. These five options are included in the materials, Component Materials and Nonconsumables, as a basis for discussion among staff on how to best meet learners' goals. Selecting among these options involves more than just considering the financial and staffing resources available. Staff members have to be committed to making the options viable for their learners.

From our experience we believe that the self-directed approach is often the worst option for persons with learning disabilities. Many principles of good instruction must be followed for effective learning to occur among those learners who have a long history of repeated academic difficulties. Principles of good instruction do not come into play in the isolation that typifies self-directed learning. We emphasize that an instructor's lessons, monitoring, and feedback are very critical for academic success among learners with

10. Learning Preferences - How Do You Learn Best?

In this agenda item you will work with the learners on helping them think about how they best learn and get the most enjoyment from learning. Explore both parts of that concept: learning best and enjoying learning.

This activity is important because the concepts of the "active learner" and the "self-directed" learner are implicit in the materials. Learning does not happen to people; the learners direct their learning. By discussing learning preferences, learning differences become more apparent and learners have an opportunity to begin discovering means by which they can learn better and demonstrate what they have learned. Instructors need to remember that these learning preferences are not static over time or over particular content areas. Monitoring learner outcomes cues instructors about strategies that can improve learning and performance. Also, identifying learning preferences is not the same thing as dictating teaching practices. The teacher must contribute expertise to help the learners apply the best option in all teaching and learning activities.

Just as you benefit from the different instructional options of working individually, working in small groups, or working to use learning strategies, you differ in how you learn. Understanding these differences is important to making the best use of your time and also enjoying learning. I know that the way I most enjoy studying might not always be the best way to do it or the best way for me to learn. For example, I enjoy listening to the radio as I study, but when something is difficult for me to learn, even soft music distracts me and I know that I need to turn off the radio and just study. Another example is, I know that if I need to learn a list of information like a list of names or dates or events, I learn them better if I organize them by making a visual image or a mnemonic.

The following questions can be used to initiate a discussion among learners about learning differences. Use the questions that work best for you.

- **Is everyone equally skilled for every job?**
- **Do some of us make better teachers, pilots, cooks, salespersons, mechanics, nurses, dishwashers, janitors, and computer specialists than others?**
- **Some of the differences might be due to interest, but what are reasons for some of the other differences?**
- **Do we all learn the same way?**
- **Can you learn with the TV or radio playing?**
- **Do you know something after reading it once? Or do you need to read and review it several times?**
- **Do you like to have someone quiz you about material you have studied?**

Each learner is given a copy of the *Learning Preferences Worksheet.* Complete the four topics on this worksheet together.

____1. Helpful activities
____2. Learning materials
____3. Grouping preferences
____4. Testing preferences

Let's go through the first topic concerning learning activities. Do you see that section of the page?

Look through the list of 10 activities.

Put a plus sign in front of your two best ways to learn something.

If you want to add an activity, write it in the space labeled "Other. Any Questions?

Use the opportunity to ask about similarities and differences among the learners. Then ask them to complete the remaining sections of the worksheet.

> **Differences in what we know and how we learn means that you might work best in different groups sometimes. Groups may be very small with only two people working together. Other times 5, 7, or even 12 of you might work together. Grouping can sometimes minimize the time required for studying since people in the group can share the workload.**
>
> **Our job as educators is to help you to learn in the ways that are best for you. If we know your preferences, that will help us better understand how to help you. And, if you think about your preferences, you become more aware of how you learn.**

11. Legal Issues - Your Rights and Our Responsibilities

The next topic concerns the legal protections of individuals with disabilities and those who have been treated as if they had a disability. Distribute copies of the *Legal Rights and Responsibilities Resource Sheet* if copies are not included in the individual binders.

Some of you may want to complete the GED exams and others are most interested in getting jobs. Anyone planning on getting a GED? Getting a job?

Did you know that sometimes you can have special accommodations to complete the exams, like extended time or testing in a separate room?

Individuals with disabilities have special legal protections including the right to certain accommodations at work, in instruction and in testing. These are available to all persons with legally protected disabilities, such as blindness or deafness, certain physical disabilities or learning disabilities.

An accommodation is a way to be sure that a person with a disability gets a fair chance to succeed.

We will quickly review rights for persons with disabilities because these rights may apply to some of you. Some of your rights in this program are designated by federal law. Those rights are included on this page.

(Display the overhead.) Review the rights with them and then the responsibilities.

Most important among your responsibilities is that you let us know if you have a disability and believe that you would benefit from any accommodations. Of course at work, you would decide if you want to share disability information with your employer.

If you are entitled to an accommodation, we want to know that as soon as possible so we can plan that accommodation for your assessments, your instruction, and for your GED exam if you want an accommodation then.

Look at your copy of the *Enrollment Form*. On the reverse side is this section about Participant Description.

I am going to read the text in the box just to be sure that we all have a chance to think about it and that you have a chance to ask your questions. Read the text aloud and answer any questions. Work through the remainder of the form.

I want to collect that form from you and save it until you meet with one of us to go over your test results and write your *Adult Learning Plan*.

12. Review of Program Policies

This topic is included so that some of the program's expectations can be reviewed. Display the overhead copy of the policies and ask the learners to follow along with the copy in the notebook.

> **All of you have at least one responsibility. Learning requires your commitment to attendance, thoughtful attention, and purposeful effort. Without that commitment you may not want to attend this program right now. Because we believe attendance to be such an important part of your success, I'd like to review our attendance and participation policies.**
>
> **We work hard to keep the atmosphere here as informal as possible. On the other hand, we want to be certain that this atmosphere is suitable for attentive, non-disruptive work for everyone who is attending.**
>
> **Here is our summary of policies covering everything from parking spaces to attendance. Let's do a quick review.**
>
> **One important policy is that you remember to sign in when you arrive and sign out when you leave. That's our only way of tracking attendance.**

The review of the policies is important so that everyone understands the rules and, thus, can be treated in an equitable manner. Having the instructor and learner sign a statement of the policies that have been reviewed helps ensure that the review does occur and indicates that the policies are truly important

13. Description of the Assessment Options

This topic allows you to show the enrollees the assessment instruments used to determine their functional educational level. The Comprehensive Adult Student Assessment System (CASAS) Employability Competency System (ECS) forms are shown to the enrollees and the sequence is explained. More details for this step are included in the Assessment Component.

What we did...

The initial testing was completed at the end of the orientation class. The result of the CASAS Appraisal in Reading and Math would indicate which level of the placement test should be administered. This sequence had both good and negative consequences. On the plus side, the sequence was very efficient. The learners were ready then to complete the placement test and plan their instruction. On the negative side, some learners feel very intimidated about testing, especially in a group setting.

Our practice was to listen and observe carefully the reactions of the learners as the testing was discussed. You may include an option for persons to do the testing later. Recognize out loud with the learners that testing is not fun, may be frightening, but that both you and the learner will benefit from the results. The best benefit is that you can help the learner select the right level of test difficulty.

14. Administer Assessment

When learners have completed the Orientation Component, most of them will complete an appraisal and then the Assessment Component. Some learners may choose to schedule for the GED Official Practice Test or the GED itself.

Next Steps for Staff

1. Prepare Learner Folders

All learners need folders for maintaining their records and assignments. The materials regarding learner enrollment are included in a folder and placed with the folders of other learners who are scheduled. The *Enrollment Form* is kept by the clerical staff so that personal information like address and phone numbers are not available for other learners to see.

2. Review and Complete Release of Information Forms

These forms should also be reviewed in planning the placement test assessments.

3. Check Learner Orientation Forms

If orientation forms are complete, they should be combined with the *Enrollment Form* and prepared for data entry. Completed forms are included in the learners' folders.

4. Complete Record Search

Learners may have indicated on the *Enrollment Form* that they have previously completed portions of the GED exams. This step is for the program staff to do the search for previous test scores on the GED. These scores are useful in helping learners plan their preparation, if passing the GED is their goal. Scores from completed portions of the GED should be recorded on the *Enrollment Form*.

5. Return Learner Roster and Enrollment Forms

The roster of expected learners is returned to the secretary. Check that the names of all the learners are included on the roster and that those attending are marked (e.g., highlighted).

The *Enrollment Form* contains confidential information that needs to be stored separately in a secure location. Thus, these forms are kept in the records in the office and not as part of the learners' work folders.

Consumables

- *Enrollment Form*
- *Goal Setting*
- *Learning Preferences Worksheet*

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

ADULT LEARNING CENTER ENROLLMENT FORM

Name ____
Last First MI

Educational History and Program Information Age: ____

The last grade I finished in school was ____________

The last school I attended was ________________________

____ Yes ____ No I am currently enrolled in high school.

____ Yes ____ No I graduated from high school.

____ Yes ____ No I attended this adult education program before.

____ Yes ____ No I attended another adult education program before.

____ Yes ____ No I passed the GED exam.

____ Yes ____ No I took the GED exam but did not pass.

Date ____________ Location ________________________

____ Yes ____ No I was referred by an agency ________________
Name of Agency

Check all that apply to you.

____ I was in special education in school.

____ I have a disability. Specify: ____________________

____ I think I may have a learning disability.

How can we help you? (Please check all that apply.)

____Yes ____No 1) I want to take a practice GED.

____Yes ____No 2) I want classes to improve my skills in reading, writing, math, pre-employment, and life skills.

____Yes ____No 3) I speak a foreign language and want to learn English. The class is English as a Second Language (ESL).

____Yes ____No 4) I plan to enroll at Kaw Area Technical School.

____Yes ____No 5) I took an exam at the Kaw Area Technical School.

If yes, I need to improve my scores in: ____Reading ____Math ____Language

____ ____________
Your signature Date

ADULT LEARNING CENTER INFORMATION CARD

Date: ____________

Name ____________ ____________ ____________
Last First M

Home Address ____________

City ____________ State ____________ Zip ____________

Phone # ____________ 2nd Phone # ____________

Social Security Number (SSN) ____________

Date Of Birth ____________ Age ______

Male ____ Female ____ School District You Live In ____________

Any medical problems we should know about?

____

In an emergency whom do we call?

Name ____________ Phone # ____________

This is important

Your answers here are voluntary and help us help you and protect your legal rights.

Do not answer any question that you object to answering.

If you have any questions, please ask. The information that you share is confidential.

To which group do you belong?

A ______American Indian/Alaskan
B ______Asian/Pacific Islander
C ______Black/African American
D ______Hispanic
E ______White
F ______Other ____________

Participant Description

Circle all of the numbers that apply to you.

1 Disabled adult
2 Adult in rural area (e.g. Holton)
3 Adult in urban area with high rates of unemployment (e.g. Topeka)
4 Immigrant adult
5 Homeless adult
6 Adult in correctional facility
7 Other institutionalized adult
8 Employed adult
9 Unemployed adult
10 Adult on public assistance (e.g. SRS, food stamps)
11 Limited English proficiency (do you speak Spanish or another language more easily?)

Goal Setting

Name:______________________________ **Date:**______________

Part 1: What are your career goals?

A. What do I want to be doing in a year?

____

B. What do I want to be doing in five years?

____

C. What do I want to be doing in my future work (as in ten to 20 years)?

____

Part 2: What are important goals to you?

My Long-Term Goals: **My Short-Term Goals:**

(Circle the letters [A, B, C, ...] of all that apply to you.)

I. Growing Intellectually/Life-Long Learning

A	Improve writing skills	Learn to write topic sentences and complete paragraphs; Improve letter-writing skills; Improve essay skills
B.	Improve reading skills	Learn to identify main ideas, supporting details, inferences, sequences; Learn the paraphrasing strategy
C.	Improve math skills	Learn basic functions, fractions, decimals, percents, algebra, geometry, problem solving process
D.	Enter military	Meet the requirements for entering the armed forces
E.	Earn a GED	Investigate the five areas and what is required, take tests, target study
F.	Improve keyboard skills	Increase speed and accuracy; Be familiar with different typing programs or word processors
G.	Improve English as a Second Language skills	Improve reading and writing; Understand English phrases
H.	Prepare for college	Investigate steps: set up appointment with admissions officer, take tests
I.	Improve parenting skills	Improve how to help children study, discipline in a more positive way, plan play time, playing safely
J.	Prepare for employment	Learn about completing applications; Learn do's and don'ts of job interviews; Improve employment skills
K.	Other	______________________________

II. Become More Self-Aware

A.	Learn how to enhance my self-esteem	Take self-esteem-assessment inventory; Discuss with others
B.	Learn self-help techniques	Identify strategies; Develop plan for self-improvement
C.	Other	

III. Learning to Understand Others

A.	Develop strong listening skills	Learn specific listening skills and practice using them
B.	Improve/enhance interpersonal skills	Identify these skills and practice using them; Learn self-advocacy strategy
C.	Learn how to take others' perspectives	Find out about other points of view, practice.
D.	Other	

IV. Learning How to Improve My Health

A.	Learn about proper nutrition and diet	Find out about fat grams and calories, methods of healthy cooking
B.	Learn proper exercise routines	Get check-up and ask doctor for exercise plan; Learn and practice routine
C.	Learn more about personal hygiene	Learn more about dental care, personal care products
D.	Other	

Name:______________________________ Date:________________

Learning Preferences Worksheet

Directions:

Put + (plus) by the two you learn from the BEST for each section (1-4)

1. Activities I learn best from are:

__ Reading
__ Listening
__ Taking Notes
__ Watching
__ Discussing
__ Making Oral Reports
__ Completing Worksheets
__ Completing Study Guides
__ Writing Reports
__ (Other)______________________

2. Materials I use to learn are:

__ Flash Cards
__ Dictionary
__ Calculator
__ Computer
__ Tape Recorder
__ Films or Videos
__ Typewriter
__ Charts
__ Games
__ (Other)______________________

3. Groups in which I learn best are:

__ Large Group
__ Small Group
__ Peer Tutor
__ Teacher Tutor
__ Independent
__ (Other)______________________

4. Tests that I do best on are:

__ Short Answer
__ Matching
__ Oral
__ Open Book

Nonconsumables

- *Orientation Class Agenda* (Instructor version)
- *Orientation Class Agenda* (Learner version)
- Resource Sheet: *Life-long Learning Model for Adults*
- Overhead: *Life-long Learning Model for Adults*
- Overhead: *Roadblocks to Success*
- Resource Sheet: *Differences in Instructional Approaches*
- Resource Sheet: *Legal Rights and Responsibilities*
- Reference Sheet: *Community of Learners*
- Reference Sheet: *ADA and 504 Implications for Individuals with Disabilities in Adult Education*

Orientation Class Agenda (Instructor Version)

Adult Learning Center
-- Orientation Session Agenda --

1:00 p.m. to 3:30 p.m.
Instructor Copy

Time	Topic
1:00	1. **Complete Enrollment Form**
1:05	2. **Welcome**
1:15	3. **Review Agenda**: *Plans for the next couple of hours*
1:20	4. **Goal Setting** *Deciding on your goals* 1) Learning environment 2) Employment 3) Community setting 4) Social setting
1:30	5. **Program Description** *What we do and why* Description of Kaw Tech Description of the ALC
1:35	6. **Roadblocks and Strategies for Success** Roadblocks and speed bumps on the highway of life Meeting our goals
1:45	7. **Description of Instruction** *How we teach*
1:55	8. **Learning Preferences**: *How do you learn best?*
2:10	9. **Legal Issues**: *Rights and responsibilities*
2:15	10. **Description of the Assessment Options** Test of Adult Basic Education (TABE) GED Official Practice Test
2:30	11. **Test of Adult Basic Education Locator**
3:30	12. **Good-bye, see you tomorrow**

Orientation Class Agenda
(Learner Version)

Adult Learning Center
-- Orientation Session Agenda --

Topic

1. Complete Enrollment Form

2. Welcome

3. **Review Agenda**: *Plans for the next couple of hours*

4. **Goal Setting** *Making your goals*
    1) Learning environment
    2) Employment
    3) Community setting
    4) Social setting

5. **Program Description** *What we do and why*
   Description of Kaw Tech
   Description of the ALC

6. **Roadblocks and Strategies for Success**
   Roadblocks and speed bumps on the highway of life
   Meeting our goals

7. **Description of Instruction** *How we teach*

8. **Learning Preferences**: *How do you learn best?*

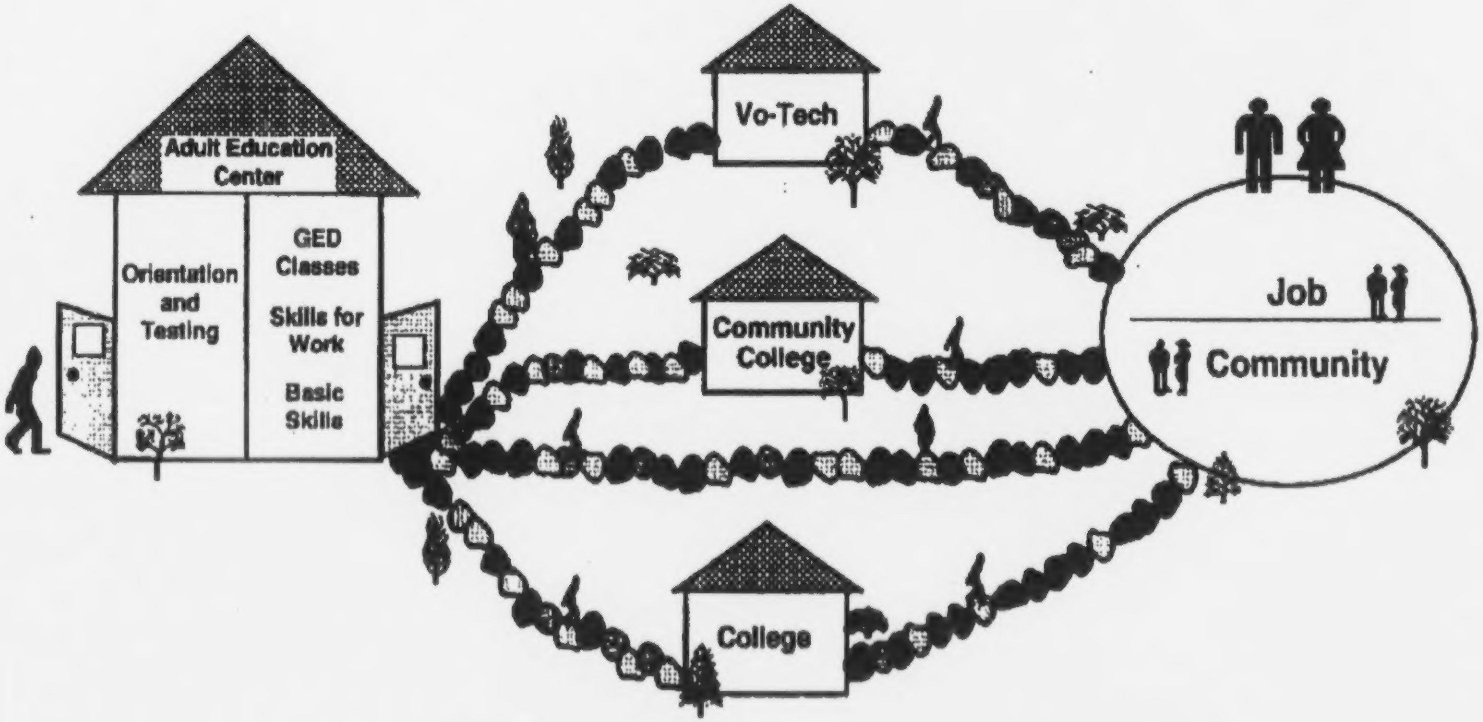
9. **Legal Issues**: *Rights and responsibilities*

10. **Description of the Assessment Options**
    Test of Adult Basic Education (TABE)
    GED Official Practice Test

11. **Test of Adult Basic Education Locator**

12. **Good-bye, see you tomorrow**

LIFE-LONG LEARNING MODEL FOR ADULTS


Adult Education Center
Orientation and Testing
GED Classes
Skills for Work
Basic Skills
Vo-Tech
Community College
College
Job
Community

University of Kansas/ Center for Research on Learning
Division of Adult Studies, November 16, 2000

ROADBLOCKS TO SUCCESS

I don't know anyone in the class.

I am going to have a baby.

It will take too long to finish.

None of my friends are going to school.

I won't have any time for myself.

I need to get a job.

I can't pay for child care.

I don't have time.

I am not smart enough.

I am too embarrassed.

I am too old to learn.

I have too many family problems.

I don't like other students who go here.

I can't learn unless somebody helps me.

My spouse/boy-friend/girlfriend/parent or guardian won't like it.

I don't have transportation.

I found a job.

My car broke down.

I don't need to learn that stuff.

I don't like school.

I have health problems.

My kids are sick.

DIFFERENCES IN INSTRUCTIONAL APPROACHES

1. Independent Study

- For the very independent worker; self-directed approach
- Works at own pace in one or more subjects
- Is an individual approach
- Works alone
- Usually not in a group
- Instructor recommends materials, and monitors progress and assists in study

2. Class Approach

- Is for students who want more teacher-assisted study of specific areas
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Includes learning strategies for improved reading comprehension, paragraph and theme writing, test taking, and self-advocacy
- Is chosen by the student; can complete one or more classe
- Has a variety of class sizes
- Has expectations on assignments, attendance, break times and interruptions

DIFFERENCES IN INSTRUCTIONAL APPROACHES

Self-Directed Approach

- For the very independent worker
- Work at own pace
- Is an individual approach
- Work alone
- Usually not in a group
- Instructor recommends materials
- Instructor provides the minimum instruction needed

Tutorial Approach

- Is for the student who wants to improve basic skills
- Is useful for difficult topics
- Is a short term approach
- Is typically a temporary instructional method
- Tutor provides the instructional help

Topic Class Approach

- Helpful for studying specific skills or competencies
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Includes both group and individual work
- Useful to prepare for a content class or a strategy class

Content Class Approach

- Is for students who want in-depth study of specific areas
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Is three to four weeks in length
- Is repeated with different instructors at staggered intervals
- Has small class size

Strategy Class Approach

- Is for students who want to learn specific strategies to improve their academic skills
- Is a group approach
- Has instruction and practice
- Is chosen by the student; can complete one or more classes
- Is in a small group
- Has strategies for improved reading comprehension, paragraph and theme writing, test taking, and self-advocacy

Resource Sheet: Legal Rights and Responsibilities for Persons with Disabilities

We are committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As part of our commitment we want to ensure that your rights and responsibilities are understood and to avoid any discrimination in services to you.

RIGHTS

- Some free adult education services
- Staff meets needs of students with a disability
- No discrimination
- Use of barrier-free facilities
- Evaluation for appropriate placement
- Academic accommodations, modifications, or auxiliary aids during learning and tests

RESPONSIBILITIES

- Self-identify as having a disability (your choice)
- Request services (your choice)
- Document your disability through testing and assessment reports by such professionals as a physician, educational counselor, psychologist, special education teacher, or rehab counselor

ACCOMMODATIONS

Some of these accommodations may be appropriate for you

- Class and test settings free from interruptions and distractions
- Extra time for testing and learning
- Aids for students with impaired sensory, manual, or speaking skills, to be used in the school environment

Examples:

Hearing Disability	~written instructions/information
	~oral or sign language interpreters
	~Assistive Listening Devices (ALD)
Visual Disability	~readers
	~taped text
	~large print text
	~Braille text
	~tape recording, typing, or dictating test answers
Manual/Physical Disability	~note-takers
	~adapted classroom equipment
	~architectural accessibility
Learning Disability	~note-takers
	~repeated instructions/directions
	~quiet room without auditory or visual distractions
	~tape recording or typing answers
	~test individually
	~extended time

Reference Sheet: Community of Learners (COL)

Why a Learning Community?

> *The most successful classrooms may be those in which teachers succeed in creating commonly shared goals and individuals cooperate in ensuring each person's success in achieving them.*
>
> *(J. I. Goodlad, A Place Called School*[1] *)*

The academic diversity present in adult education today presents a challenge to all teachers. It may be helpful to think about the problem of planning and teaching to accommodate all learners in a new way, possibly developing a new paradigm for teaching and learning. Academic diversity may present more of a challenge than an individual teacher can manage or hope to manage alone.

Thinking about teaching and learning in terms of building a Learning Community may provide the new paradigm and help teachers think about teaching and learning in new ways to address the needs of all learners.

But what is a learning community? Community can mean different things to different people. Each teacher and the adult learners attending a program need to come up with their own ideas about what their community is to look like. Creating a learning community requires a great deal of effort up front and an on-going effort to maintain. However, if creating community helps get everyone involved in learning, the effort may be worthwhile.

In a community, members help each other and share in the work of the community as well as doing their own individual work. Creating a learning community may be a way to involve the whole class — the whole community — in addressing the learning needs of all individuals in academically diverse classes.

Engaging reluctant or discouraged learners is a problem identified by teachers as a particular obstacle to planning and teaching in secondary classrooms.[2] Teachers are also challenged by the wide range of diversity they encounter in the skills, knowledge, and abilities of learners in their classrooms. Researchers have found that secondary students at risk for school failure are often bored with school, tend to give up when they do not understand what is going on in class, and often believe their teachers do not care about them.[3] These characteristics are also common to learners in adult education programs.

Working toward creating a learning community in classrooms may be a way to address the problems of engaging all learners. Recent research has suggested that learning and motivation may be stimulated and enhanced when learners are given "voice and perceived empowerment as knowers within a community of learners...."[4] However, to create community in a classroom it is important that teachers:

- recognize that not all learners learn the same way
- recognize that not all learners bring the same learning experiences into the classroom.
- recognize and accept the importance of teaching learners how to learn

Establishing a learning community in a classroom and listening to the diversity of learners' voices can be a way for teachers and adult education participants to bridge the gap between them when they do not share the same background and life experiences. Establishing a way to communicate with individual learners in a way that permits regular and effective dialogue between learners and teacher can help teachers be aware of learning problems that may discourage participants so much that they may disengage from the work of the course.

Creating a learning community begins as teachers plan for **instruction that is examined, organized, and explicit.** "Examined" means that teachers have thought carefully about what a course should cover, what it is that enrollees really need to know. It also means that teachers need to have a clear idea about the instructional goals they have and they need to share these goals with learners. Is there, as Garth Boomer describes it, "a shared understanding between teachers and students of what is going on, what needs to be done and how it will be done?"[5] Some learners, especially those with learning difficulties as well as others who have been at risk for school failure, often do not see the big picture. For them, a course or class may appear to consist only of separate and isolated bits of information with little connection. Learning under these circumstances becomes very difficult.

"Organized" and "explicit" instruction means that teachers have thought about ways to structure the content of a course so that it is accessible to learners. One way to organize content for instruction is to make a course map. A course map, like an outline, lays out the major topics in a course. But, unlike an outline, a map can show clearly the relationships between the topics in a course, giving a better "big picture" of what it is learners need to learn. A course map may serve as a "road map" for learners too, showing them where they have been and where they are going in their learning.

The work of building community continues with establishing **principles** that represent shared ideas about how the community will work together to achieve their goals and how community members will relate to one another to assure that everyone is involved. To determine learner attitudes about what is important or meaningful to them in their interactions with others, teachers can use learner surveys or class meetings or both. Learners and teachers could brainstorm about what they value in learning and what they value in being part of a community. Ideas generated this way can help teachers and learners construct the "principles" for their learning community.

A community is also shaped by its **rituals** or the things it does every day. Rituals are important not only because they help learners know what to expect but also because they can be ways to involve everyone in the work of the community. Some learners in our schools today "don't see a connection between their efforts and school success, don't know what it is they need to practice, can't imagine themselves ever being "academic," and have never seen "academics" played."[6] To engage these learners may require very structured and explicit instruction. This does not mean teachers "telling" learners what they need to know; rather it means teachers sharing with learners the rituals of the community, or the familiar ways community members, including teachers, will organize, understand and remember information. Such rituals should occur regularly, everyone should understand how to participate in them, and everyone should value them and want to maintain them.

Teachers who create environments responsive to enrollees' learning problems and where teachers and students interact often "are more successful with marginal students because they know more about student lives and backgrounds, are better able to draw on their students' experiences to bridge the gap between the known and unknown, and are even more likely to understand what knowledge must be made explicit for students."[7]

Creating a learning community and building understanding and trust between teacher and students and between student and student can create an environment where, through the establishment of explicit goals, principles, and rituals in the classroom, all participants are engaged in learning.

For more detailed information on creating a learning community in your program, we recommend the following resources:

- Lenz, B. K. & Kissam, B. (1996). Creating a Classroom Learning Community. In Lenz, B.K. (Ed.), Pedagogies for Diversity in Secondary Schools. Lawrence, KS: Center for Research on Learning.
- Sergiovanni, T.J. (1994). Building Community in Schools. San Francisco: Jossey-Bass.

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[1] Goodlad, J.I. (1984). *A place called school.* New York: McGraw Hill, p. 108.

[2] Lenz, B.K., Kissam, B., Bulgren, J., Melvin, J., & Roth, J. (1992). *Obstacles to teaching in the face of academic diversity: Implications for planning for students with disabilities.* (Res. Rep. No. 70). Lawrence, KS: University of Kansas. Center for Research on Learning.

[3] Schlosser, L.K. (1992). Teacher distance and student disengagement: School lives on the margin. *Journal of Teacher Education*, 43(2), 128-140, and Phelan, P., Davidson, A.L., & Cao, H.T. (1992). Speaking up: Students' perspectives on school. *Phi Delta Kappan*, 73(9), 695-704.

[4] Oldfather, P.& McLaughlin, H.J. (1993). Gaining and losing voice: A longitudinal study of students' continuing impulse to learn across elementary and middle level contexts, *Research in Middle Level Education*, 17, p. 3.

[5] Boomer, G., Lester, N., Onore, C., & Cook, J. (Eds.). (1992). *Negotiating the curriculum: Educating for the 21st century.* London: The Falmer Press, p. 288.

[6] Meier, D. (1995). *The power of their ideas.* Boston: Beacon Press, p. 164.

[7] Schlosser, Ibid., p. 138).

Reference Sheet: Americans with Disabilities Act and Section 504: Implications for Individuals with Disabilities in Adult Education

The ADA applies to **all** individuals in the U.S. who have a disability. The ADA and section 504 make it against the law to stop a qualified person with a disability from getting a job, participating in educational activities or accessing settings.

A person is considered disabled if that person (a) has a physical or mental impairment that substantially limits one or more of the major life activities of the individual; (b) has a record of such impairment; or (c) is regarded as having such an impairment. (Section 3 (2))

Impairment is "any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities." (See 29 CFR 1630.2h)

Major life activities include walking, seeing, breathing, working, and learning.

Examples of disabilities include orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, emotional illness, specific learning disabilities, and HIV disease.

Programs must address access and accommodations for individuals with disabilities on an individual basis.

Accommodations means "to adapt or adjust." Job or educational accommodations include changes in the way you complete tasks or work. The changes may be in the time allowed when a task is completed, and how the task is completed (e.g., use a tape recorder to record your answers rather than write them). Educators and employers are required to provide accommodations.

Programmatic access means programs must provide alternative methods of accessibility if the environment limits access.

The requirements of ADA are similar to those outlined in Section 504. ADA is more comprehensive and applies to both public and private institutions or businesses. Section 504 applies to institutions receiving federal funds.

Qualified person means that the person has the skills to do the work (as on a job) or to learn the material (as in a school).

Americans with Disabilities Act of 1990. 42 USC 1201 (1990).

Section 504. Rehabilitation Act of 1973. 29 USC 794 as amended (1973).

Examples of Completed Forms

This section includes the forms for this component that were completed by and for our fictional adult learner, Paul Mechinko. These completed forms provide a model for the information you might gather.

ADULT LEARNING CENTER ENROLLMENT FORM

Name Mechinko (Last) Paul (First) E (MI)

Educational History and Program Information Age: 20

The last grade I finished in school was 10

The last school I attended was Topeka High

Yes [✓ No] I am currently enrolled in high school.

Yes [✓ No] I graduated from high school.

Yes [✓ No] I attended this adult education program before.

Yes [✓ No] I attended another adult education program before.

Yes [✓ No] I passed the GED exam.

Yes [✓ No] I took the GED exam but did not pass.

Date Location

Yes No I was referred by an agency (Name of Agency)

Check all that apply to you.

X I was in special education in school.

X I have a disability. Specify: I have a BD - I think they told me I was LD also.

X I think I may have a learning disability.

How can we help you? (Please check all that apply.)

[✓ Yes] No 1) I want to take a practice GED.

[✓ Yes] No 2) I want classes to improve my skills in reading, writing, math, pre-employment, and life skills.

Yes [✓ No] 3) I speak a foreign language and want to learn English. The class is English as a Second Language (ESL).

maybe Yes No 4) I plan to enroll at Kaw Area Technical School.

Yes [✓ No] 5) I took an exam at the Kaw Area Technical School.

If yes, I need to improve my scores in: Reading Math Language

Paul E Mechinko
Your Signature

8-22-97
Date

ADULT LEARNING CENTER INFORMATION CARD

Date: 8-22-97

Name Mechinko (Last) Paul (First) E (M)

Home Address 1919 S. 83rd St.

City Topeka State KS Zip 99989

Phone # 565-1289 2nd Phone # ______

Social Security Number (SSN) 123-45-6789

Date Of Birth 5-16-77 Age 20

Male X Female ____ School District You Live In ???

Any medical problems we should know about?

No

In an emergency whom do we call?

Name Me Leng Mechinko Phone # 565-1289

This Is Important

Your answers here are voluntary and help us help you and protect your legal rights.
Do not answer any question that you object to answering.
If you have any questions, please ask. The information that you share is confidential.

To which group do you belong?

A ______ American Indian/Alaskan
B X Asian/Pacific Islander
C ______ Black/African American
D ______ Hispanic
E ______ White
F ______ Other ______

Participant Description

Circle all of the numbers that apply to you.

[✓ 1] Disabled adult
2 Adult in rural area (e.g. Holton)
[✓ 3] Adult in urban area with high rates of unemployment (e.g. Topeka)
4 Immigrant adult
5 Homeless adult
6 Adult in correctional facility
7 Other institutionalized adult
[✓ 8] Employed adult
9 Unemployed adult
10 Adult on public assistance (e.g. SRS, food stamps)
11 Limited English proficiency (do you speak Spanish or another language more easily?)

Goal Setting

Name: Paul Mechinko **Date:** 8-31-97

Part 1: What are your career goals?

A. What do I want to be doing in a year?
getting ready to be a manager at Jostens

B. What do I want to be doing in five years?
being a shift supervisor

C. What do I want to be doing in my future work (as in ten to 20 years)?
I want to move into one of the front office jobs

Part 2: What are important goals to you?

My Long-Term Goals: **My Short-Term Goals:**

(Circle the letters [A, B, C, ...] of all that apply to you.)

I. Growing Intellectually/Life-Long Learning

[✓ A.]	Improve writing skills	Learn to write topic sentences and complete paragraphs; Improve letter-writing skills; Improve essay skills
[✓ B.]	Improve reading skills	Learn to identify main ideas, supporting details, inferences, sequences; Learn the paraphrasing strategy
C.	Improve math skills	Learn basic functions, fractions, decimals, percents, algebra, geometry, problem solving process
D.	Enter military	Meet the requirements for entering the armed forces
[✓ E.]	Earn a GED	Investigate the five areas and what is required, take tests, target study
F.	Improve keyboard skills	Increase speed and accuracy; Be familiar with different typing programs or word processors
G	Improve English as a Second Language skills	Improve reading and writing; Understand English phrases
[✓ H.]	Prepare for college	Investigate steps: set up appointment with admissions officer, take tests
I.	Improve parenting skills	Improve how to help children study, discipline in a more positive way, plan play time, playing safely
J.	Prepare for employment	Learn about completing applications; Learn do's and don'ts of job interviews; Improve employment skills
K.	Other	

II. Become More Self-Aware

A.	Learn how to enhance my self-esteem	Take self-esteem-assessment inventory; Discuss with others
[✓ B.]	Learn self-help techniques	Identify strategies; Develop plan for self-improvement
C.	Other	______________________

III. Learning to Understand Others

A.	Develop strong listening skills	Learn specific listening skills and practice using them
B.	Improve/enhance interpersonal skills	Identify these skills and practice using them; Learn self-advocacy strategy
[✓ C.]	Learn how to take others' perspectives	Find out about other points of view, practice
D.	Other	______________________

IV. Learning How to Improve My Health

A.	Learn about proper nutrition and diet	Find out about fat grams and calories, methods of healthy cooking
B.	Learn proper exercise routines	Get check-up and ask doctor for exercise plan; Learn and practice routine
C.	Learn more about personal hygiene	Learn more about dental care, body products
D.	Other	______________________

Name: Paul Mechinko

Date: 8-31-97

Learning Preferences Worksheet

Directions:

Put + (plus) by the two you learn from the BEST for each section (1-4)

1. Activities I learn best from are:

___ Reading
___ Listening
___ Taking Notes
+ Watching
+ Discussing
___ Making Oral Reports
___ Completing Worksheets
___ Completing Study Guides
___ Writing Reports
___ (Other) ______________

2. Materials I use to learn are:

___ Flash Cards
___ Dictionary
___ Calculator
+ Computer
___ Tape Recorder
+ Films or Videos
___ Typewriter
___ Charts
___ Games
___ (Other) ______________

3. Groups in which I learn best are:

___ Large Group
___ Small Group
___ Peer Tutor
+ Teacher Tutor
___ Independent
___ (Other) ______________

4. Tests that I do best on are:

___ Short Answer
___ Matching
+ Multiple Choice
___ True-False
___ Oral
+ Open Book
___ Essay
___ (Other) ______________

Assessment Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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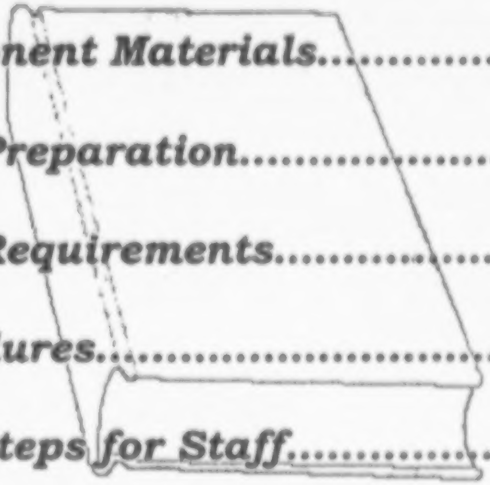
Assessment Component



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CASAS Test Question Content

Goals

1. Complete screening of adult learners' skills.
2. Complete diagnostic assessment of learners' skills to permit classification of their educational functional level (i.e., 1A, 2A, or 4).
3. Schedule individual learners for interpretation of results and prescriptive planning.

Intended Outcomes

Adult learners will:

1. Complete the assessments for determining their educational level and recommending appropriate services and curriculum.
2. Schedule an appointment to review the assessment results and plan their educational program.
3. Have a greater knowledge of personal strengths and weaknesses in light of important competencies and appropriate peer group comparisons.

Introduction

Matching an adult learner's knowledge, skills, preferences, and abilities to a curriculum and instructional services is an important component of success. The Assessment Component provides the learners and instructors with much of the information for efficiently and accurately matching learners to an appropriate curriculum.

The needed information is gathered from several components and in the two assessments completed in the Assessment Component. The first assessment is comparatively brief, requiring 40 to 50 minutes of actual assessment. The second session is planned according to the results of the initial appraisal. That is, the particular assessment for the second session is selected based on each adult learner's success during the first session. Other important information is gathered as parts of the Enrollment, Orientation, and Prescription Components.

Adult learners typically report some nervousness or defensiveness about testing. It is likely that their previous experiences emphasized outcomes that were interpreted as successes or failures, often as the latter. The assessments in this component have different outcomes. In the Assessment Component, success or failure is solely a matter of whether learners think the results accurately reflect their knowledge and whether the performance matched their expectations. From the instructor's perspective, the goal is to learn how the available curriculum, instruction, and services can be selected advantageously for each learner. In these ways, the assessments should be understood as positive opportunities that will contribute to the learner's success.

It is a given that all learners have varied skills just as we all vary in physical characteristics. The staff can be most helpful to adult learners by formally assessing strengths and weaknesses, not as a standard of success, but as a yardstick by which the staff and learners can judge the difference between current performance and learners' intended goals. Then, through information gained in the Orientation Component and the process of instruction and monitoring, each staff member and adult learner can jointly determine the best instruction and learning opportunities for reaching the learner's goal.

What we did...

The Comprehensive Adult Student Assessment System (CASAS) provides a valuable profile of a learner's basic skills within a functional context. The CASAS is intended to assess the functional life-skills needs of adults in our multicultural society. The CASAS is not a GED pretest nor an official practice test of the GED. These distinctions are likely to be important to some of the adult education learners. Those learners who are GED-oriented can be assured that the CASAS assessment results are valuable in planning their GED preparation. That position is supported by the fact that the CASAS has the endorsement of the Kansas State Department of Education for all adult education programs, that the CASAS is a nationally disseminated assessment, and that learners in programs using key elements of CASAS (1) demonstrate significant learning

Remember that all tests give us only a sample of each learner's knowledge, skills, and abilities. We use the formal tests because, compared with other methods, they have definite advantages (e.g., standardization, measured reliability, comparability of comparisons, specified content, demonstrated validity), but they are still imperfect. Because of those imperfections we always interpret our results with caution and within limits. We can always correct poor testing, but the costs of correcting the consequences of relying too heavily on testing are generally viewed as significant.

The quality of adult education programs varies. To improve the services for adult learners, the Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp. 46-49.) For this component this indicator is relevant:

1. The program serves participants in the lowest levels of education attainment. (Measure 1.2)

2. The program serves participants with documented disabilities. (Measure 1.3)

Component Materials

Consumables

- Appointment card
- CASAS appraisal tests
- Placement tests and answer sheets
- Number 2 pencils
- Scratch paper
- *Learner Progress Record*
- *Adult Learning Plan*

Nonconsumables

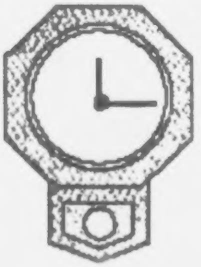
- Learners' folders
- Test Administration Directions
- *Reference Sheet: Helping Reduce Test Anxiety*

Staff Preparation

1. Have the correct number of materials prepared.
2. Review directions for test administration.
3. Determine if any learner needs an accommodation for completing the assessment.
4. Confirm that the testing area is available for the full time needed by the learners.
5. Be sure that you are able to monitor the learners.

Time Requirements

Many assessments are timed tests and allow either 20 or 25 minutes for each test.



Many diagnostic tests are not timed. Each CASAS test form includes 24 to 39 items and was designed so that most learners complete the test within 60 minutes. Thus, a minimum of two hours should be set aside for the assessments plus additional time for the administrative tasks (e.g., distributing and collecting materials, explaining the testing process, and obtaining results).

Procedures

The procedures for this component have two sections, one for the initial locator test or appraisal and the second for the placement or diagnostic testing. The initial appraisal is completed as the concluding activity for the Orientation Component. Since the appraisal is sequentially and temporally linked to other Orientation Component activities, the directions for the appraisal are included in both components for convenience.

1. Introduction To Assessment

In this section, set the stage for the assessment. You will want to emphasize that the assessment is brief and contains test questions similar to tasks that adult learners confront at work, home, or even out shopping.

In this assessment we are completing a quick screening of your reading and math-related skills.

The reading and math tests assess your ability to apply basic reading and math skills to tasks related to employment and everyday living.

Follow the tests' directions for administration. Remember to monitor the time requirements for the assessments. Some examinees will not finish the tests.

2. Description of Assessment Options

This activity allows you to show enrollees the assessment instruments to be used in determining their educational functional levels. The test forms are shown to the enrollees and the sequence is explained.

Several points should be emphasized in the staff's presentation.

- First, no one fails the assessments. The assessments are, rather, indicators of what learners need in their adult education program.
- Second, the assessments have time limits. Just as most employers have expectations about the amount of time required to complete tasks, so also there are expectations for completing these assessment tasks.
- Third, the assessment results are confidential just as everyone would hope. The results are available only for the staff who will work with the learner and other persons whom the learner has designated in writing.
- Fourth, the assessments are the quickest way you have of deciding on appropriate instructional and curricular recommendations for your learners.
- Last, some learners may find the assessment threatening because few of us like taking tests, but the results are always informative and give a good overview of learner abilities.

In addition, when some learners finish the assessment before others or find a part of the assessment easier to do than others do, that is not an indication that other learners are doing poorly. Some finish early because they are rushing, others just have a quicker pace. We all have different strengths and weaknesses as well. What is important is that the test results accurately reflect what they are capable of; how well they can do on the assessment cannot be demonstrated by competing with the other learners.

I want to offer a few observations about this assessment: (it is OK to skip some of the items below)

1. **Some of us get nervous or feel threatened by taking tests. If this is the case for you, try to think of the assessments as opportunities for you to learn more about yourself. No one fails this assessment. The test will show your strengths and what skills you already have as well as what you need to learn and what areas need improvement.**

2. **This information is to help us help you meet your goals in the quickest and best way possible.**

3. **No test is perfect. We only get to sample a little bit of what you know, so when we review your results, let's take a cautious approach. We know that hundreds of people like you are going to enroll here each year. The skills of our learners range from those of nonreaders to those of persons having schooling beyond high school. Since we can't tell what you need by just looking at you, we use the test results to give us information. That way, we won't use a curriculum that is too easy or too frustrating for you.**

4. **Like I said, these tests have questions about areas identified as being important to employers and important in accurately placing you in the program.**

5. **As you probably guessed, the results are confidential. If you want us to report your scores to anyone else, you have to sign a release form.**

6. **If you don't know an answer to a test question, skip it. Circle the item you are skipping, so you can go back to the question later if you have time.**

7. **Your job is to answer the questions as thoughtfully as possible within the time limits so the results accurately reflect your knowledge. Don't confuse speed with accuracy and don't judge yourself according to how quickly someone else might finish.**

8. **What questions do you have?**

3. Complete the Self-Scoring Answer Sheet

If you have not handed out the answer sheets, do so now. Check that everyone has the appropriate pencils and is ready. Test takers may use scratch paper, which is collected along with the tests and answer sheets afterwards.

Display the overhead of the answer sheet form and assist the learners in filling in the required information. Cover all but the first line of the overhead display. Have the learners write their names in the space. Gradually uncover additional lines and sections of the overhead.

In the interest of time, you might have them skip some of the blanks which staff members could complete (i.e., blanks for the city, state, county, service delivery areas, and form codes).

4. Administer Assessment

Follow the directions in the test manual. Observe the time limits. Similarly, notice those persons who may be having difficulty completing the test. Try to observe whether they may have a disability that would warrant accommodations during the tests.

At the conclusion of the testing, offer these comments:

> **I am passing around the sign-in sheet. From now on you should sign in when you arrive and sign out when you leave. This is our only way of knowing who attended on a particular day. The information is important for several reasons, but one in particular is that you can readily see how your progress parallels the amount of time you attend the program.**

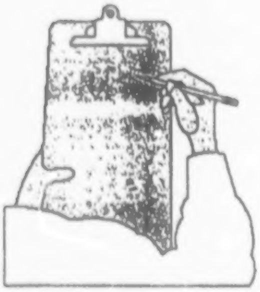
Complete the *Learner Progress Record.* Complete the section labeled "Welcome" and the box "Take test."

Pull out your *Learner Progress Record.* (Show the learner what the record looks like.) **Let's take a minute and complete some information on the record, including your name and today's date so that it is up-to-date.**

Let's fill-in the Sign-up and Orientation sections along with the first box for the Skills Check-up. Hold onto this record, we will continue to update it as you progress in the program.

One last reminder about the next level of testing that we will complete with you. The tests you take here are to help us help you meet your goals so I really hope to see you (day) **at** (time) **at** (location) **when we will work on this further. This information about the next session is on your appointment card. Any last questions?**

Thank you for attending. Call us if you have a question.



5. Score and Record Assessment Results

The tests are scored using the scoring guide on the answer sheet. The total number of correct answers is the test's raw score. The raw scores are converted to a scaled score using the appropriate table or chart. The scaled scores are recorded on each learner's *Adult Learning Plan.*

6. Determine Appropriate Diagnostic Assessment

Learners are administered a placement test based on their test scores for the brief appraisal test. Use the sample questions on the following page to determine the appropriate level of the diagnostic test.

Another consideration in determining the appropriate assessment is judging whether or not the assessment would be appropriate for the learners based on factors other than the test score. This check can only be completed by the examiner who knows characteristics of the learners.

To ensure that the test or procedure is the best measure of whatever skill or ability is being assessed, you should conduct a procedural validity check. This validity check can determine whether a learner speaks English as a second language and many other important factors. Doing this check in advance of testing may help the examiner decide to avoid administering procedures requiring high levels of English proficiency. The actual decisions depend upon each learner's proficiency.

Other factors to consider in the procedural validity check include race and/or ethnicity, any physical or sensory disabilities (including visual or hearing problems), and any medication being taken. All of these factors potentially affect the validity of the test results and should be carefully weighed. The following questions are meant to assist the examiner in completing the procedural validity check where rival hypotheses are tested as possible explanations for the test results. The questions have been grouped into three topical areas as an organizational aid. They are not mutually exclusive and do not exhaust all of the possible appropriate questions.

Sample Questions for Assessing Procedural Validity

Examiner Issues

1. As the examiner, to what degree have I been appropriately trained on the test instrument?
2. To what degree am I comfortable administering this instrument?
3. To what degree is sufficient time available for test administration?
4. To what degree has rapport been established so that the learner trusts the examiner?

Examinee Issues

1. To what degree does the learner have the necessary motor skills (e.g., pencil manipulations, grasping and moving objects, ability to point) for completing the tasks?
2. Is the learner taking any medications that would affect performance on the required procedures?
3. To what degree are characteristics of the test likely to elicit the learner's optimal performance?
4. To what degree is this learner represented in the standardization sample for an adequate comparison of performance?
5. To what degree is the learner motivated to perform well on the tasks presented?

Instrument Issues

1. To what degree does the instrument include the type of content that has been part of the learner's instructional experiences?
2. To what degree are the language requirements of the test appropriate to the learner's language proficiency?
3. To what degree can the standardized procedures of the assessment instrument be followed?

7. Administer Diagnostic Assessment

Follow the instructions in the test manual. Be certain to note any disruptions or alterations that occur during the assessment. Changing test items or procedures invalidates the results. When the testing is completed, the test booklets and answer sheets are collected.

The following summary of the directions is offered in a script to facilitate administration using standardized procedures.

The tests today are very similar to what you have already completed. These tests are longer versions to discover accurately which skills you already have and which skills you need to develop or improve. Remember, no passing or failing grades are assigned. No one fails these tests.

To be accurate, you need to do your own work. Likewise, no dictionaries, computers, calculators, or translators are allowed for these tests.

While I distribute the tests and pencils, Do you have any questions? (Pause.)

Remember not to write in these books. (You will give separate directions for anyone taking the CASAS Pre-A level because these test takers **do** record their answers in the book, not on a separate answer sheet.)

Does everyone have a pencil, scratch paper, test booklet, and answer sheet? (Check that all do.)

Let's open the test booklet and do some example items. I will quickly read the test directions. Stop me if you have any questions. (Read the directions inside the test booklet and work the sample items.)

When you are finished, bring your materials tc me. Begin the tests and monitor the test takers' work.

8. Schedule the Planning Conference

The learners are given directions for how they will learn about the test results and plan their program in greater detail to take advantage of the test results.

As learners hand in their tests and answer sheets, they schedule a conference. The conference information is recorded on an appointment card for each learner and on the instructor's appointment record.

Remind the learners that if they can not make it to an appointment to please call and reschedule.

9. Complete an Administrative Validity Check

Immediately following the administration of the procedure, the examiner completes the Administration Validity Check. Consider whether you have any reason to believe that the test results are not an accurate or appropriate indication of learners' skills. To reduce the possibility of bias from knowing learners' scores, the Administration Validity Check is completed prior to scoring the results. All too often a score's validity is judged according to its magnitude—low scores are incorrectly considered more likely to be invalid than high scores. The following questions are designed to alert the examiner to potential factors influencing administrative validity; they can be shortened to one question that examiners should keep in mind: "Did anything occur in the course of administering the procedure that would invalidate the results?"

The questions on the following page provide a framework for exploring alternative explanations for test outcomes; they do not exhaust the possible validity issues arising from assessing learners. If you believe that a learner's score is not accurate or appropriate, that score should not be used as a basis for any decisions.

SAMPLE QUESTIONS FOR ASSESSING ADMINISTRATIVE VALIDITY

Environmental Conditions

1. Was the testing room an appropriate size?
2. Was the testing room well-lit and well-ventilated?
3. Was the testing room free from visual distractions?
4. Was the testing room free from auditory distractions?

The Adult Learner's Disposition

1. Was the learner alert and rested?
2. Was the learner motivated to perform well?
3. Did the learner appear to exert maximum effort?
4. Did the learner display a positive attitude toward the testing?
5. Did the learner appear anxious about the testing?
6. Did the learner exhibit an expectation of failure?
7. Did the learner have any physical disabilities (hearing, vision, orthopedic, or medication) that influenced understanding or responding?
8. Did the learner have the other necessary skills required to complete the test (e.g., knowledge of the English language)?

The Examiner

1. Was the learner able to understand the examiner's speech (volume, speed, pronunciation, accent)?
2. Was the examiner at ease with the situation?
3. Did the examiner properly and accurately introduce the purpose of the assessment?
4. Was the examiner friendly?
5. Was the examiner empathetic and interested?

The Examiner and Learner During the Examination

1. Were the test procedures adequately explained to the learner?
2. Was fatigue handled adequately?
3. Was the examiner aware of the learner being emotionally upset?
4. Were the learner's emotions handled adequately?
5. Did disruptions in testing arise? If so, how did the examiner handle it?
6. Did the examiner follow the standardized procedures carefully?
7. Was the examination terminated on a positive note?

10. Score the Assessment

Scoring of the assessments is completed according to the test's directions. The task is to determine which answers are correct and then count the number of correct answers. The number of correct answers is the "raw score." The raw score is converted to a scaled score using the tables for the test form administered.

If the learner's scores are above or below the accurate range, the current level of functioning is not adequately measured and another pretest should be administered.

11. Report Results to Learners

The learners' results are recorded on the Adult Learning Plan. During the prescription meeting, the results can be shared with the learners. All scores should be explained so that the learners understand how the scores reflect skills that are satisfactory or that need to be worked on.

Next Steps for Staff

1. Record Test Results

Be sure the test results are recorded on each learner's Adult Learning Plan; recheck them for accuracy.

2. Prepare for Individual Prescription Component

Materials for the next meeting with learners should be gathered and included in each learner's work folder.

3. Check Testing Supplies

Check that enough testing materials are available for the next scheduled assessment session.

Consumables

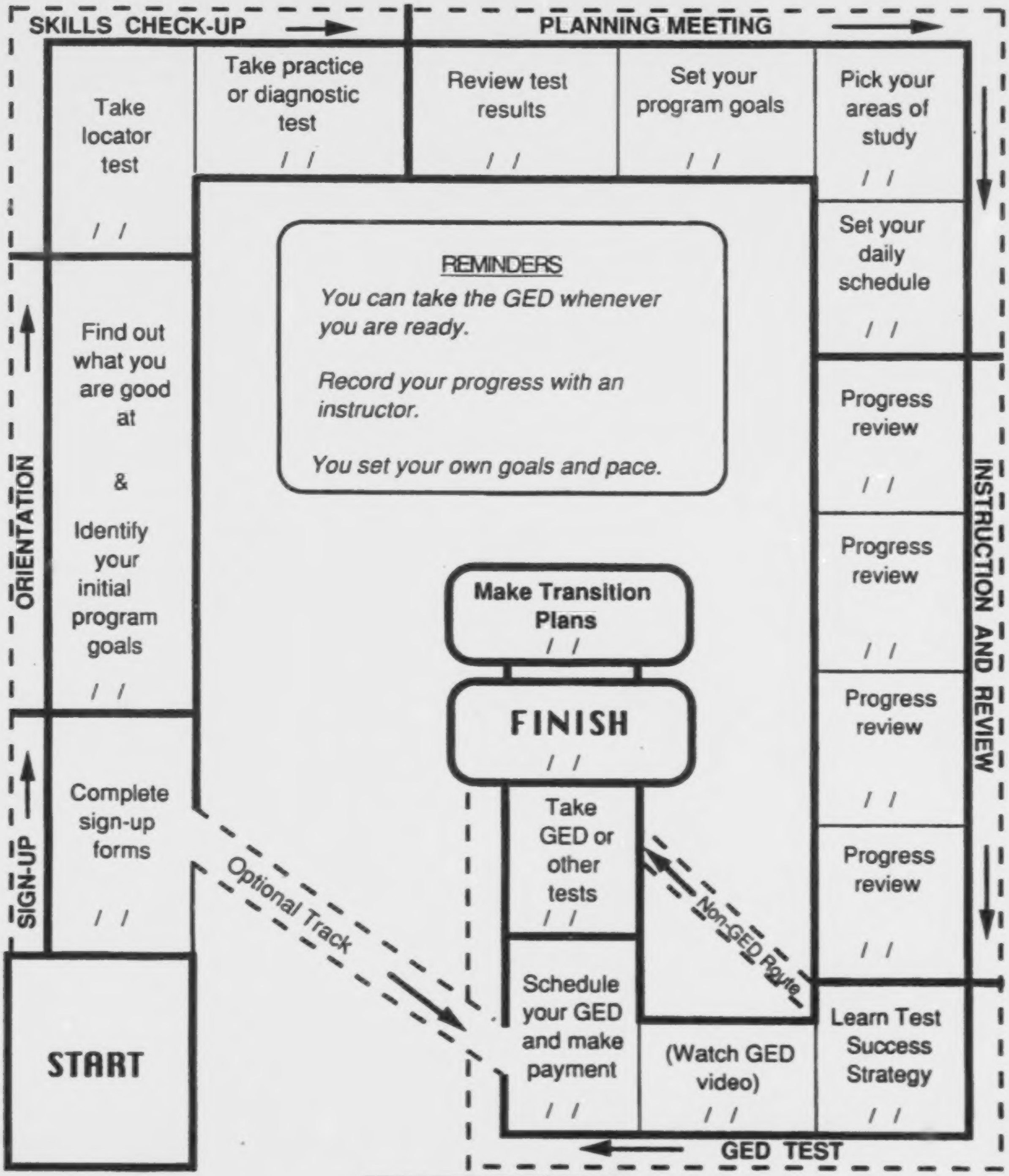
- *Learner Progress Record*
- *Adult Learning Plan*

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

6/13/98

Name: ____________________

LEARNER PROGRESS RECORD


SKILLS CHECK-UP
PLANNING MEETING
Take locator test / /
Take practice or diagnostic test / /
Review test results / /
Set your program goals / /
Pick your areas of study / /
Set your daily schedule / /
INSTRUCTION AND REVIEW
Progress review / /
Progress review / /
Progress review / /
Progress review / /
Learn Test Success Strategy / /
(Watch GED video) / /
Schedule your GED and make payment / /
GED TEST
Take GED or other tests / /
Non-GED Route
FINISH / /
Make Transition Plans / /
Optional Track
ORIENTATION
Find out what you are good at & Identify your initial program goals / /
SIGN-UP
Complete sign-up forms / /
START

REMINDERS

You can take the GED whenever you are ready.

Record your progress with an instructor.

You set your own goals and pace.

Adult Learning Plan

Name:____ Date:____________

Review of Orientation Materials

_____(1) Goals

_____(2) Learning preferences

_____(3) Learning abilities

_____(4) Number and severity of learning roadblocks

_____(5) Review test results

_____(6) Complete instructional schedule

1. Assessment Results

CASAS Assessment

Date					
Level/Form					
Reading					
Math					
Writing					
Listening Comprehension					

GED Official Practice Test

Form/Level					
Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

GED Scores

Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

Other Assessments

Test	Test				
Form/Level	Form/Level				
Date	Date				
Science	%				
Comprehension	%				
Verbal	%				
Math	%				

Disability Status

____
Specific Disability

Instructional and Assessment Accommodations

If you have a disability, check the accommodations that you have used.

______Calculator
______Scrap paper
______Notetaker
______Reader
______Interpreter
______Computer
______Extended time
______Large print texts
______Pencil/pen adaptors
______Scribe
______Tape player
______Other________________
____

2. Adult Education Center Agency Referrals

Which agencies and contact persons might assist this individual?

______Community Mental Health Center________________
______Public Library________________
______Community Health Services________________
______Social and Rehabilitation Services (SRS)________________
______Literacy Center(s)________________
______Youth Project(s)________________
______Vocational Rehabilitation________________
______Other________________

3. Reasons for Withdrawal

______(1) Health problems
______(2) Child care problems
______(3) Transportation problems
______(4) Family problems
______(5) Location of the class
______(6) Lack of interest, unhelpful
______(7) Time the class was scheduled
______(8) Moved or left area
______(9) To take a job
______(10) Other known reasons
(specify)________________
______(11) Unknown reasons

4. Notes

____

Nonconsumables

- Reference Sheet: *Helping Reduce Test Anxiety*

Reference Sheet: Helping Reduce Test Anxiety

Many researchers have shown that persons with learning disabilities experience high levels of test anxiety which negatively affect their ability to perform well on tests as well as their motivation, coping strategies, self-esteem, and concentration. However, there has been little research that explains why this is the case and what can be done about it. Sue Swanson and Carol Howell, who co-authored the article, "Test Anxiety in Adolescents with Learning Disabilities and Behavior Disorders,"* provided a variety of possible explanations for test anxiety.

What we know about test anxiety:

1. Many individuals experience test anxiety because they are afraid of being evaluated, especially in a negative way.
2. Individuals who experience test anxiety are concerned about their ability to perform.
3. Test anxiety is multi-faceted and includes cognitive, behavioral, and affective components.
4. Ineffective test taking is associated with test anxiety.
5. Cognitive interference (pre-occupation with task-irrelevant and/or negative thoughts) and other factors such as poor study habits, academic achievement, and poor self-concept are associated with test anxiety.

What can be done about test anxiety:

1. Provide a person-classroom fit which is task-oriented, supportive, and non-threatening. Many highly test-anxious individuals also perform better in self-paced or highly structured settings.
2. Identify and address the specific test-anxiety factors that are specific to each individual. This can be done by brainstorming solutions for anxiety. For some individuals, confronting fears (e. g., discussing solutions to worst-case scenarios) reduces anxiety. For others, gaining a broader perspective on the situation, like asking how important a test will be in ten years, is another way to alleviate the immediate effects of anxiety.
3. Do not evaluate individuals solely on their test performance.

---

*Swanson, S. and Howell, C. (1996). "Test Anxiety in Adolescents with Learning Disabilities and Behavior Disorders." Exceptional Children, 62, 389-397.

Appendix

CASAS Test Question Content

CASAS Test Question Content

Reading Test Content

- Interpret job applications, resumes and letters of applications.
- Identify and use sources of information about job opportunities, such as job descriptions and job ads.
- Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews.
- Identify appropriate skills and education for getting jobs in various occupational areas.
- Identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion.
- Interpret job responsibilities and performance reviews.

Math Test Content

- Add decimal numbers.
- Subtract decimal numbers.
- Multiply decimal numbers.
- Divide whole numbers.
- Add common fractions.
- Subtract common fractions.
- Interpret and compute wages and wage information.
- Use catalogs, order forms and related information to purchase goods and services.
- Interpret information about personal and family budgets.
- Interpret appropriate standard measurement for volume and temperature.
- Calculate interest rates.
- Identify and use information about training opportunities.

Prescription Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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Prescription Component

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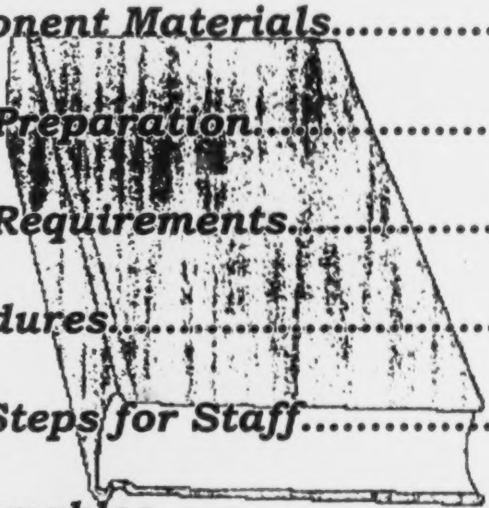
Alternative Adult Learning Plan



Goals

1. Review orientation and enrollment materials.
2. Determine if other educational or disability-related records are important in working with the participants.
3. Review assessment results.
4. Identify instructional plan for participants.

Intended Outcomes

Adult learners will:

1. Update the *Learner Progress Record*.
2. Complete an *Adult Learning Plan*.
3. Complete a *Learner Agreement*.
4. Determine schedules for participation.
5. Complete any needed release of information forms.

Introduction

The activities of the *Prescription Component* are likely to be the first activities that persons new to adult education services would expect to experience. Activities include reviewing goals, developing an instructional plan, and setting a schedule. In the brief time available, the instructor and the participant synthesize the information that has been collected during enrollment and assessment and develop a plan to help the participant reach agreed upon goals.

Very important to this component is the interaction between participants and instructors. Each participant and instructor must match the individual participant's goals to the program's services.

Those goals may be broad (e.g., I want to get a job), or specific (e.g., I want to get my GED), and sometimes they may be unrealistic. Together, the instructor and participant decide on a plan of action for accomplishing realistic goals.

The available instructional options include individualized and self-directed activities, learning strategies, topic classes, and content classes. Goals and instructional options should be carefully matched based on participants' learning needs and the intended goals. A proposed timeline for accomplishing goals, including periodic progress reviews, should be established when selecting instructional options.

In considering the instructional options, a number of variables should be taken into account. These variables include:

A) Learner goals
B) Preferences for learning
C) Roadblocks to learning
D) Aptitudes
E) Ability to understand instructions
F) Skill levels
G) Opportunities to learn
H) Amount of time to commit to learning

These variables interact with one another in a way that the effect (either positive or negative) is greater than the sum of the individual parts.

The quality of adult education programs varies. To improve the services for adult learners, Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp. 46-49.) For this component these Indicators are relevant:

1. The program serves participants with documented disabilities. (Measure 1.3)

2. The number of participants with up to 2 program goals is directly proportionate to the number of participant outcomes. (Measure 3.2)

Component Materials

Consumables

- *Adult Learning Plan*
- Participants' *Enrollment Form* (completed at the Orientation session)
- Participants' assessment protocols (completed at Assessment)
- *Consent to Release Learner Records*
- Participant Work Folder
- *Instructional Schedule*
- *Goal Setting*
- *Learning Preferences Worksheet*
- *Learner Agreement*
- *Learner Progress Record*
- *Roadblocks to Success*

Nonconsumables

- *Resource Sheet: Differences in Instructional Approaches*
- Policy page
- *Learning Strategies Taught at the Center* (available in Appendix A of the Instruction Component)

Staff Preparation

1. Have the participant materials available for the meeting.

2. Consider if a release of information form is likely to be needed.

3. Consider if a referral to another agency is worth exploring with the participant.

4. Review the procedural steps below.

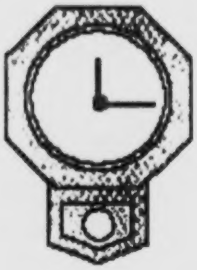
5. Record the participant's placement test scores and other relevant scores on the *Adult Learning Plan.*

One program's experience

The prescription meeting is a crucial time for bonding between the staff member and the adult learner. Every effort should be made to put the adult learner at ease. Coffee, tea, or cola (depending on your budget) could be served at this time to make it appear less "school-like." The adult learner is given the opportunity to ask questions, make comments, or get any needed encouragement.

At this time, the instructor and student should explore the learner's possible eligibility for any special accommodations, which should be incorporated **from the start**. If the instructor reasonably believes a disability may be present but the learner has not so indicated, the instructor should remind the student of his or her right to disclose a disability and the consequences of doing so. If the student is uncertain about having a disability, follow by suggesting the possibility of exploring a potential disability through further screening. If necessary, the instructor should work closely with the learner to fill out the required forms to be submitted to the State Department of Education to explore this possibility.

Time Requirements



Prescription activities are completed during a scheduled appointment. (The appointment is made at the conclusion of the Assessment Component activities). Fifteen minutes is considered the **minimum** amount of time for this meeting. A brisk pace is necessary to complete the materials and adequately prepare the learner for the Instructional Component's activities. Some of the *Adult Learning Plan* may need to be completed in advance of the meeting, to stay within the time limits.

Procedures

1. Welcome

This meeting may be the first one-on-one contact for participants. Thus, the staff member should start it with a congratulatory, positive comment about completing the pre-enrollment, orientation and assessment activities.

> **Congratulations on completing your assessments the other day. In the next fifteen minutes, we can put together a plan that will match your goals and hopefully your timeline. Let's begin by reviewing the information that you completed and use that to help us write your *Adult Learning Plan.***

2. Verify the *Enrollment Form*

The critical feature of this step is verifying that the *Enrollment Form* is complete and accurate. A staff member of the ALC must complete this step with the applicant.

> **Let's review your *Enrollment Form* and be certain that it is complete. Do you have any questions about the information requested?**

Be certain that the form is completed. Check whether the participant indicates any disability information. Verify the following with the participant: age, spelling of the applicant's name, address, phone number (if available), and state residency. State residency is important for most programs.

Particularly important is your review of the Participant Description section on the *Enrollment Form* and the Instructional and Assessment Accommodations sections on the *Adult Learning Plan,* which was completed at orientation. They will be useful in determining the participant's need for:

(a) further screening for disabilities,
(b) instructional accommodations,
(c) documentation of disabilities,
(d) release of related records.

While the rights and responsibilities of individuals with disabilities should be reviewed with all new participants, it is particularly important to review them with individuals who appear likely to have a disability.

The *Consent to Release Learner Records* form will help you obtain participants' educational and psycho-educational evaluations. The evaluation results are important in obtaining accommodations or making referrals to SRS, vocational rehabilitation, or mental health agencies. This information can be used to help overcome barriers to success.

The *Consent to Release Learner Records* form is also necessary for you to be able to release information to an agency, employer, or anyone else designated by participants.

At this point I will explain a service that is available and can be very helpful to you. I have forms that will help us obtain any school records or testing results that you might have from other schools or agencies such as Vocational Rehabilitation (VR or Voc Rehab) or Social Rehabilitation Services (SRS).

If you were in special education in school, it is likely that someone has a record of your classes and testing. Those results will be very helpful for us to have as we work with you.

Examples of records you might find useful for us to see include an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP), intelligence test scores, or academic test scores, and any statements regarding your educational disability status.

Other records you may choose to share or not to share with us include health and family history records or disciplinary files.

You can also use this release of information form to allow us to send your test scores to anyone you want us to send them to, such as a caseworker, a counselor, an employer, or another educational program.

The planning for the participant's instruction should continue during this conference even if a disability is identified. If time is too limited for this conference, another conference could be scheduled to go into greater detail about the following:

(a) further screening for disabilities,
(b) instructional accommodations,
(c) documentation of disabilities,
(d) release of related records.

Gather any necessary information at this time to obtain the needed test results or disability documentation.

Once a participant's disabilities have been documented, the center is obligated to provide needed accommodations. All information regarding a disability must be kept confidential. The prevailing legal opinion is that if a disability is suspected, the individual should be informed about legal rights that may influence program participation.

3. Introduce the *Adult Learning Plan*

What we did...

The *ALP* we used is based on research into the foundations of learner success. Each area of the *ALP* can be thought of as a variable influencing success. Together with the *Instructional Schedule*, the *ALP* is used to indicate a course of action for helping participants achieve their goals at the program. The plan highlights the major information that goes into developing an instructional plan.

Other adult learning centers have taken a different approach to the *ALP*. Their learning plan resembles a traditional Individualized Education (or Transition) Plan. An example of such a plan can be found in Appendix A of this component.

Introduce the *Adult Learning Plan* (ALP) and the *Learner Agreement* form to the participant. Have these two forms available to show the participant. As you progress through the *ALP*, you can check off each of its six areas.

4. Review Goals

One of the orientation activities was goal setting. Have the *Goal Setting Worksheet* available so that you can review it with participants.

First, let's see what services are of interest in Part 1. Review the option(s) selected in Part 1.

In Part 2 you identified goals that are important to you. Which of these areas for a long-term goal do you want to concentrate on completing: GED or employment, self-awareness, understanding others, or improving your health? (Discuss the different goals to be certain that participants understand the choices.)

What did you indicate as your career goals?

Review and check that you and the participant see a clear connection between the activities associated with the three parts of the *Goal Setting* worksheet. In your comments, be sure to mention that other participants from the program have had similar goals and that goals are important for planning our day as well as our future.

You are not the first person at the center to have goals in the area of (goal). You will meet others who are already working on some of the same things. These are goals that we should be able to work toward together. An important thing to keep in mind is that working on (goal) will be useful to you in your daily routine as well as in future work.

5. Review Learning Preferences

Review the participant's learning preferences on the worksheet completed during orientation.

Let's look at your Learning Preferences Worksheet. A little later we will decide which of our services will be best for you; that decision will be based in part on your learning preferences. Which of these items that you have checked seem most important to you?

Also discuss other influences that are important to consider. For example, participants might talk about how they like to focus on a single topic at a time and spend a great deal of time learning about it. In that case, topic classes or content classes may not be as desirable for a participant as self-study. On the other hand, self-study places a great emphasis on having the learner direct the activities and thus may not be practical for some learners.

6. Identify Learning Abilities

The orientation activities and assessment results yield information about skill levels. What's lacking is a quick inquiry into those abilities that participants believe are important to their learning success. Ask participants which of their abilities or aptitudes help them to learn. This question may elicit negative influences (e.g., "I've never done well in math" or "Words on a page always seem to get jumbled as I read them").

You may also elicit information about accommodations or further assessments that might be needed for persons with disabilities or suspected disabilities.

In the orientation session we discussed learning preferences. Let's shift that perspective a little and discuss the special abilities that you have that help your learning. What are the abilities that you have that are important for helping you learn?

Ask about abilities in such areas as:

♦ Verbal	Ability to express oneself. Can speak or write clearly. Can read well to understand written directions. **Do you feel that you express yourself well enough to say what you mean and so that others understand you?**
♦ Numerical	Can recognize patterns. Can work with spatial relationships. Completes math computations. **In what circumstances do you find it easy to do arithmetic?**

♦ Visual	Can identify details of pictured or graphed materials. Has a vision of what something might look like if described. **Do you find clues in pictures or diagrams that help you solve problems like assembling something at home?**
♦ Coordination	Can work well with hands and body. Can draw, paint, and form letters well. Oriented towards physical activities. **Do you think you have some artistic skills such as drawing, dancing, or building things? Can you take things apart or put them back together?**
♦ Social relations	Works well with others. **Do you enjoy working with other people? What work do you prefer doing on your own?**
♦ Memory	Has a good ability to recall information. Can keep track of details. **Are you good at remembering information?**
♦ Attention	Ability to focus on a task or material. Can ignore distractions. **Do you find it easy to focus your attention on your work?**
♦ Perseverance	Directed towards completing work. Considers completing work to be important. **Is completing tasks important to you?**

♦ Independence	Works well independently. Can initiate, persevere, and complete tasks. Not highly dependent on social reinforcement. **Do you see yourself as the kind of person who completes work on your own?**

In this quick review, inquire if any particular area (a) is a strength or weakness that might help you interpret the assessment results, (b) provides rapid success for building confidence, or (c) is particularly difficult.

Record any special abilities or disabilities that have functional implications for instruction or the participant's ability to respond to instruction.

7. Review Roadblocks to Participation

Participants frequently encounter a number of difficulties in reaching their goals. On a daily basis one encounters minor inconveniences. If, for example, the burdens to reach the center are major (e.g., lack of child care or unreliable transportation), those roadblocks may mean that participants never get a good opportunity to get started. Thus, they may have a small chance for success.

The barriers and solutions were discussed in orientation. In this conference, ensure that each participant is reminded of barriers and has realistic solutions for those barriers.

> **Let's look over your *Roadblocks To Success* sheet. What difficulties do you envision in being able to attend the program? What will be the big distractions that might limit your success?**
>
> **How will you be able to work around those roadblocks?**

The material becomes particularly helpful as instructors get to know the "personal" side of participants in addition to participants' instructional needs.

8. Review Skills Levels

The completed assessments provide information about the participant's functional skills in reading and math. After the assessments are scored, the results are recorded on the *Adult Learning Plan*. The results of the testing should be shared with the participant at this time.

> **Let's look at the test scores that you earned. I am especially interested in knowing how the scores compared with how you thought you did when you finished the testing the other day.**

Depending on time and interest, you might mention that you have materials that would help the participant know which items were correct and which were missed. You could also use test item content to review the information that was assessed. Given the limited time for this conference, however, you might just mention these resources and review them another day.

You should offer a summary statement to the participant to compare the information that you have reviewed with the information that you are going to consider next. Up to this point in developing the *Adult Learning Plan*, the focus has been on the participant's current status on a number of indicators influencing success. Draw a comparison to the tests and results that we get from a doctor. Based on test results, a prescription is chosen. Point out to the participant that the remaining items on the *Adult Learning Plan* are the prescription and that the success of the prescription depends on active participation. Suggest that medicines are not as effective if taken irregularly; similarly, irregular attendance or limited effort limits the effectiveness of what is offered at the center.

Participant classification is based on the test scores and is recorded in the upper right corner on the first page of the *Adult Learning Plan*. Circle the appropriate classification level: 1A (through 5.9 grade level), 2A (6.0 through 8.9 grade level), or 4 (9 through 12 grade level).

9. Select Opportunities to Learn

Based on the previously recorded information, the participant is now ready to make some choices about desired instructional options and complete the Instructional Schedule.

This review might proceed more easily for the participant if the *Resource Sheet: Differences in Instructional Approaches* or something similar is used. Your program should have a resource sheet similar to this one that describes the program's instructional options. Remember that choosing the particular instructional options also depends on the participant's time commitment to attending.

What we did...

At times when the center was understaffed or during periods of the day with low enrollment levels, we suspended the multiple class options. We either resorted to independent study for all or just one or two class offerings, always based on what seemed most appropriate for those in attendance.

Let's look at the instructional choices again. In the orientation session we did a quick review, but now we will decide what would be best for you and fit that with what's available at the times you will attend.

(Review each of the instructional options that are available. Not all centers offer content class and strategy class approaches.)

Self-directed approach
(Identify areas in which a self-directed approach might be appropriate.)

Topic class approach
In the topic class we get very focused on specific skills. In the past we have offered topic classes on such topics as ...(topic) **We might be providing a topic class in these areas of interest to you, ...**

Content class approach
The next content classes that we are likely to offer will be in (reading, sentence writing, math word problems, social studies, science, consumer math).

Strategy class approach
(Show each participant the sheet listing the learning strategies that are offered in the strategy classes [see the Instruction Component, Appendix A].) **This page describes the benefits of the different learning strategies that we teach. A strategy is an organized approach to completing a task. We offer a course in learning strategies for reading, writing, taking tests, and setting goals.**

The Instructional Schedule is a document that can be updated as classes are completed, goals are reached or changed, or additional offerings are considered. The shaded area indicates the information that is to be written in the adjacent columns.

Remind participants that the Adult Learning Plan can be updated. Periodic reviews are scheduled and it is important to monitor participants' progress toward their goals.

The Instructional Schedule was designed with the assumption that the day-to-day routine for an individual participant would be the same. One of the four blank columns is to be filled in after each class is completed. Additional pages can be stapled together to provide an overall record of each participant's history.

A completed schedule is included in the participant's file folder. As assignments are given and completed, the results are recorded on separate pages which are also included in each participant's folder. These pages become the management tool for keeping track of participants' current and completed instructional activities.

10. Complete the *Learner Agreement*

The *Learner Agreement* is an instructional contract that indicates the importance of the learner's commitment to actively participating in the program, and the basic benefits that can be expected to follow from that commitment.

Read through the agreement and point out that both of you (participant and instructor) have significant roles to play as well as responsibilities.

This *Learner Agreement* is an important part of our program. The agreement spells out some of the benefits and responsibilities that we have for one another. In a formal way this page helps ensure that you and I have a shared understanding of how we might help you and some of the ways that we expect you to help yourself through the commitments that you make.

This form is an important step in getting you started so I want you to feel comfortable with what this agreement asks of you.

Under the Commitments section, discuss attendance.

The program provides numerous learning opportunities by scheduling day and evening classes. Attaining learner and career goals requires that participants take advantage of these opportunities. Using the available time is one way of increasing the intensity of instruction.

In a strict sense, we do not have attendance requirements like in high school. You can't be truant from adult education classes. On the other hand, regular, frequent attendance is critical to your success. You won't benefit from our services if you are absent.

Let's look at your schedule and decide when you can attend.

What we did...

At our center we found that sanctions for poor attendance had little influence over participants. Thus, instead of imposing "one more rule" and demonstrating we had no bite behind what we said, we chose to not have a policy of consequences for poor attendance.

Other centers use attendance policies quite effectively. In their communities, participants respond well to the threat of sanctions. Sometimes programs have waiting lists. In these instances, those who take a space in the program but benefit little because they do not show up can be asked to take a leave of absence and allow room for those who are ready to participate.

Record the times that the participant plans to attend. If the attendance pattern is spotty or you sense a hesitancy to commit to attendance, counsel the participant that this may not be the best time for them to attend such a program. Impress upon the participant that since this program is directed by individual goals, abilities, skills, and so on, a commitment to attend is needed. Without the commitment, perhaps the participant should wait for a better opportunity or look for another program.

What we did...

Because we do not want to ask participants to sign a "contract" to which they will not be held, we do not ask the participants to sign the Learner Agreement form. As a show of equity, center staff also do not sign the form. Nonetheless, the agreement is referred to in contractual terms during discussion.

Signing the agreement is a hot topic for some adult educators. Certainly some educators believe that the learner and educator should sign the form and incorporate the program's policies (e.g., attendance, disruptive behavior, and smoking) into the agreement. Signatures verify that the policies have been reviewed and understood by the learner. If the program is part of a larger educational institution or agency (e.g., a community college), learners would be treated as other participants.

11. Complete the *Learner Progress Record*

Review the participant's Learner Progress Record as a reminder of all that the participant has accomplished. Appropriate sections are completed by recording the current date.

> **Here's the last document that we should update. This progress record is a reminder for you and me of everything that you have accomplished. We'll use this form to keep us up-to-date.**

Use this opportunity to complete the sections that include activities for setting goals and planning lessons.

12. Schedule Instruction

Use this step to answer the participant's other questions. You might also give a short advance organizer of the first instructional activity. If the participant is staying that day for instruction, then the learner might proceed with the activity.

Next Steps for Staff

1. Review the *Adult Learning Plan*

Review the Adult Learning Plan to check its completeness. Check that the sections under Participant Summary are complete (e.g., orientation attendance and enrollment review). Similarly check that the test results are recorded for the adult learner.

2. Consider Referrals for the Participants

Possible referrals should be reviewed with participants at a convenient time.

3. Request Disability-Related Information

Complete the remainder of the Release of Information form and send it to the appropriate agencies. (If sending to multiple agencies, do not send any agency a photocopy, especially a photocopy with signatures.) This request should lead to acquiring information that will assist the staff in providing instructional and assessment accommodations.

Consumables

- *Adult Learning Plan*
- *Consent to Release Learner Records*
- *Instructional Schedule*
- *Goal Setting*
- *Learning Preferences Worksheet*
- *Learning Agreement*
- *Learner Progress Record*
- *Roadblocks to Success*

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

Adult Learning Plan

Name:________________________________ Date:______________

Review of Orientation Materials

______(1) Goals

______(2) Learning preferences

______(3) Learning abilities

______(4) Number and severity of learning roadblocks

______(5) Review test results

______(6) Complete instructional schedule

1. Assessment Results

CASAS Assessment

Date					
Level/Form					
Reading					
Math					
Writing					
Listening Comprehension					

GED Official Practice Test

Form/Level					
Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

GED Scores

Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

Other Assessments

Test	Test				
Form/Level	Form/Level				
Date	Date				
Science	%				
Comprehension	%				
Verbal	%				
Math	%				

Disability Status

____
Specific Disability

Instructional and Assessment Accommodations

If you have a disability, check the accommodations that you have used.

______Calculator
______Scrap paper
______Notetaker
______Reader
______Interpreter
______Computer
______Extended time
______Large print texts
______Pencil/pen adaptors
______Scribe
______Tape player
______Other______________________
____

2. Adult Education Center Agency Referrals

Which agencies and contact persons might assist this individual?

______Community Mental Health Center
______Public Library
______Community Health Services
______Social and Rehabilitation Services (SRS)
______Literacy Center(s)
______Youth Project(s)
______Vocational Rehabilitation
______Other______________________________________

3. Reasons for Withdrawl

______(1) Health problems
______(2) Child care problems
______(3) Transportation problems
______(4) Family problems
______(5) Location of the class
______(6) Lack of interest, unhelpful
______(7) Time the class was scheduled
______(8) Moved or left area
______(9) To take a job
______(10) Other known reasons
(specify)______________________
______(11) Unknown reasons

4. Notes

____

____

Adult Education Center

Consent to Release Records

Adult Learner ____________________ Birth Date ____________

Social Security Number ____________________

I give my permission for the Adult Education Center to release or obtain information or records that pertain to my study at the Adult Education Center.

The following records or information may be gathered by the AEC

Records:	Source:

Comments: ____________________

The following records or information may be released by the AEC

Records:	Released to:

Comments: ____________________

This permission expires: ____________

Signed: ____________________ Date: ____________
(Parent(s), Guardian, or Eligible Individual)

Adult Education Cent

8:15-9:05	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	
9:10-10:00	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	

Break 10:00 - 10:15

10:15-11:05	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	
11:10-12:00	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	

Closed for Noon Hour

1:00 - 1:50	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	
1:55 - 2:45	Class/Room	
	Class/Indep Stdy	
	Start Date	
	Completed (B)	

2:45 - 3:00 Individual conferences

Prescription-Consumables 229

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er Instructional Schedule

Goal Setting

Name: ______________________________ **Date:** ______________

Part 1: What are your career goals?

A. What do I want to be doing in a year?

____

B. What do I want to be doing in five years?

____

C. What do I want to be doing in my future work (as in ten to 20 years)?

____

Part 2: What are important goals to you?

My Long-Term Goals: **My Short-Term Goals:**

(Circle the letters [A, B, C, ...] of all that apply to you.)

I. Growing Intellectually/Life-Long Learning

A.	Improve writing skills	Learn to write topic sentences and complete paragraphs; Improve letter-writing skills; Improve essay skills
B.	Improve reading skills	Learn to identify main ideas, supporting details, inferences, sequences; Learn the paraphrasing strategy
C.	Improve math skills	Learn basic functions, fractions, decimals, percents, algebra, geometry, problem solving process
D.	Enter military	Meet the requirements for entering the armed forces
E.	Earn a GED	Investigate the five areas and what is required, take tests, target study
F.	Improve keyboard skills	Increase speed and accuracy; Be familiar with different typing programs or word processors
G	Improve English as a Second Language skills	Improve reading and writing; Understand English phrases
H.	Prepare for college	Investigate steps: set up appointment with admissions officer, take tests
I.	Improve parenting skills	Improve how to help children study, discipline in a more positive way, plan play time, playing safely
J.	Prepare for employment	Learn about completing applications; Learn do's and don'ts of job interviews; Improve employment skills
K.	Other	______________________________

II. Become More Self-Aware

A.	Learn how to enhance my self-esteem	Take self-esteem-assessment inventory; Discuss with others
B.	Learn self-help techniques	Identify strategies; Develop plan for self-improvement
C.	Other	______________________________

III. Learning to Understand Others

A.	Develop strong listening skills	Learn specific listening skills and practice using them
B.	Improve/enhance interpersonal skills	Identify these skills and practice using them; Learn self-advocacy strategy
C.	Learn how to take others' perspectives	Find out about other points of view, practice.
D.	Other	______________________________

IV. Learning How to Improve My Health

A.	Learn about proper nutrition and diet	Find out about fat grams and calories, methods of healthy cooking
B.	Learn proper exercise routines	Get check-up and ask doctor for exercise plan; Learn and practice routine
C.	Learn more about personal hygiene	Learn more about dental care, personal care products
D.	Other	______________________________

Name:______________________________ Date:________________

Learning Preferences Worksheet

Directions:

Put + (plus) by the two you learn from the BEST for each section (1-4)

1. Activities I learn best from are:

__ Reading
__ Listening
__ Taking Notes
__ Watching
__ Discussing
__ Making Oral Reports
__ Completing Worksheets
__ Completing Study Guides
__ Writing Reports
__ (Other)______________________

2. Materials I use to learn are:

__ Flash Cards
__ Dictionary
__ Calculator
__ Computer
__ Tape Recorder
__ Films or Videos
__ Typewriter
__ Charts
__ Games
__ (Other)______________________

3. Groups in which I learn best are:

__ Large Group
__ Small Group
__ Peer Tutor
__ Teacher Tutor
__ Independent
__ (Other)______________________

4. Tests that I do best on are:

__ Short Answer
__ Matching
__ Oral
__ Open Book

LEARNING AGREEMENT

The Adult Education Center staff is pleased to help you develop skills for lifelong learning. Carefully consider the effort necessary to succeed as well as the benefits that will result from your efforts.

COMMITMENTS:

1. I realize that reaching my learning goals will take time. I am committed to attaining my goals.
2. I plan to attend every scheduled session.
3. If I must be absent, I will call the Adult Education Center.
4. I will talk to the staff about problems I have completing my Adult Learning Plan. The staff and I will work together to find a solution.
5. I will attend regularly on - -

Monday	Tuesday	Wednesday	Thursday	Friday	Total Days
_____	_____	_____	_____	_____	_____

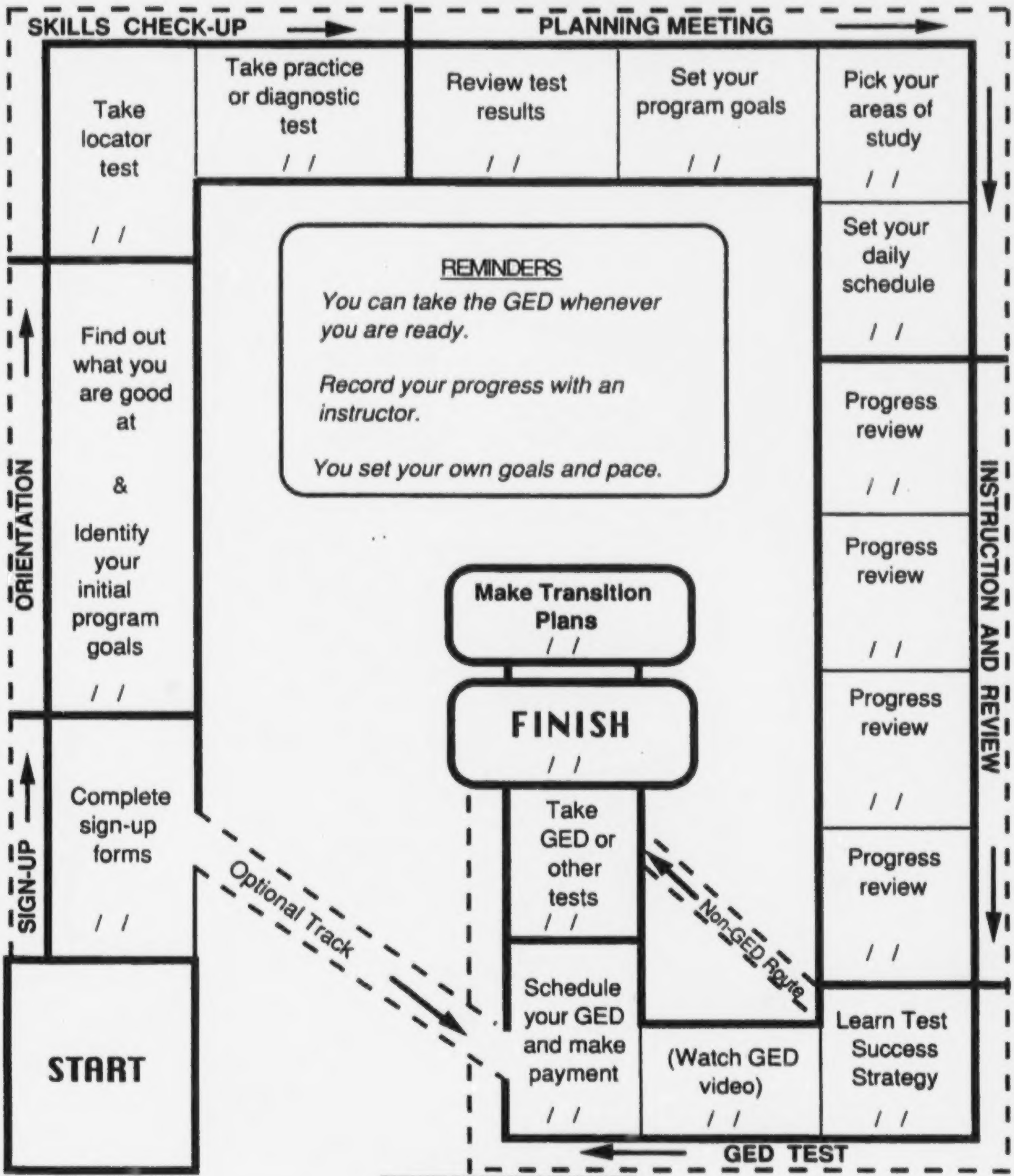
BENEFITS:

1. If I attend regularly and have a good attitude my chances of reaching my immediate, my long-term and my career goals will increase.
2. Working with my peers allows me to know different people and learn from their experiences as well as my own.
3. Reaching my educational goals will help me feel better about myself and give me confidence to set even higher goals.
4. Proper use of learning strategies allows me to learn more here, on the job, and in school settings.
5. Attaining my goals allows me to gain further training or education. I will be better prepared to find a job or improve the kind of job Ihave.
6. My active participation at the Adult Learning Center should improve my quality of life.

6/13/98

Name: ____________________________

LEARNER PROGRESS RECORD


SKILLS CHECK-UP
PLANNING MEETING
Take locator test / /
Take practice or diagnostic test / /
Review test results / /
Set your program goals / /
Pick your areas of study / /
Set your daily schedule / /
Progress review / /
Progress review / /
Progress review / /
Progress review / /
Learn Test Success Strategy / /
(Watch GED video) / /
Schedule your GED and make payment / /
Take GED or other tests / /
FINISH / /
Make Transition Plans / /
Non-GED Route
Optional Track
GED TEST
INSTRUCTION AND REVIEW
ORIENTATION
Find out what you are good at & Identify your initial program goals / /
SIGN-UP
Complete sign-up forms / /
START

REMINDERS

You can take the GED whenever you are ready.

Record your progress with an instructor.

You set your own goals and pace.

ROADBLOCKS TO SUCCESS

I don't know anyone in the class.

I am going to have a baby.

It will take too long to finish.

None of my friends are going to school.

I won't have any time for myself.

I need to get a job.

I can't pay for child care.

I don't have time.

I am not smart enough.

I am too embarrassed.

I am too old to learn.

I have too many family problems.

I don't like other students who go here.

I can't learn unless somebody helps me.

My spouse/boy-friend/girlfriend/parent or guardian won't like it.

I don't have transportation.

I found a job.

My car broke down.

I don't need to learn that stuff.

I don't like school.

I have health problems.

My kids are sick.

Nonconsumables

- *Resource Sheet: Differences in Instructional Approaches*

DIFFERENCES IN INSTRUCTIONAL APPROACHES

1. Independent Study

- For the very independent worker; self-directed approach
- Works at own pace in one or more subjects
- Is an individual approach
- Works alone
- Usually not in a group
- Instructor recommends materials, and monitors progress and assists in study

2. Class Approach

- Is for students who want more teacher-assisted study of specific areas
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Includes learning strategies for improved reading comprehension, paragraph and theme writing, test taking, and self-advocacy
- Is chosen by the student; can complete one or more classe
- Has a variety of class sizes
- Has expectations on assignments, attendance, break times and interruptions

DIFFERENCES IN INSTRUCTIONAL APPROACHES

Self-Directed Approach

- For the very independent worker
- Work at own pace
- Is an individual approach
- Work alone
- Usually not in a group
- Instructor recommends materials
- Instructor provides the minimum instruction needed

Tutorial Approach

- Is for the student who wants to improve basic skills
- Is useful for difficult topics
- Is a short term approach
- Is typically a temporary instructional method
- Tutor provides the instructional help

Topic Class Approach

- Helpful for studying specific skills or competencies
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Includes both group and individual work
- Useful to prepare for a content class or a strategy class

Content Class Approach

- Is for students who want in-depth study of specific areas
- Provides instruction in content areas like reading, sentence writing, math word problems, social studies, science, consumer math
- Is three to four weeks in length
- Is repeated with different instructors at staggered intervals
- Has small class size

Strategy Class Approach

- Is for students who want to learn specific strategies to improve their academic skills
- Is a group approach
- Has instruction and practice
- Is chosen by the student; can complete one or more classes
- Is in a small group
- Has strategies for improved reading comprehension, paragraph and theme writing, test taking, and self-advocacy

Examples of Completed Forms

This section includes the forms for this component that were completed by and for our fictional adult learner, Paul Mechinko. These completed forms provide a model for the information you might gather.

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Adult Learning Plan

Name: Paul Mechinko Date: 8-31-97

Review of Orientation Materials

______(1) Goals

______(2) Learning preferences

______(3) Learning abilities

______(4) Number and severity of learning roadblocks

______(5) Review test results

______(6) Complete instructional schedule

1. Assessment Results

CASAS Assessment

Date	9-5-97				
Level/Form					
Reading					
Math					
Writing					
Listening Comprehension					

GED Official Practice Test

Form/Level					
Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

GED Scores

Date					
Writing					
Social Studies					
Science					
Literature/Arts					
Math					
Total					

Other Assessments

Test	Test				
Form/Level	Form/Level				
Date	Date				
Science	%				
Comprehension	%				
Verbal	%				
Math	%				

Adult Le

Name: Paul Mechinko

Date: 8-31-97

My Program Goal(s):

X Yes I want to take a practice GED exam.

X Yes I want classes to improve my skills in read

__ Yes I want classes first to learn to speak, read

Second Language (ESL).

? Yes I plan to enroll at Kaw Area Tech. Sch

__ Yes I took an exam

I need to improve my scores in

My Major Roadblocks:

Roadblock

A) I will need somebody to watch my son

B)

C)

earning Plan

classification level: [✓ 1A] 2A 4

ling, writing, math, pre-employment, and life skills.

, & write in English. The class is English as a

ool.

.

Reading ___Math ___Language

Plan to overcome roadblock

I will watch my sister's son on the weekend if

she will watch my son while I am in class

The Comprehensive Adult Education Planner

My Learning Plan:

My Major Learning Activities:

To learn to read and write better

Activity

Area: Reading
1) read quicker and better

Area: Writing
2) learn to spell better

Area:
3)

Area:
4)

Area:
5)

_____ , I will:

	Materials/ Method	Planned Outcome	Completion Date

Adult Education Center

Consent to Release Records

Paul Mechinko — Adult Learner
5-16-77 — Birth Date

123-45-6789 — Social Security Number

I give my permission for the Adult Education Center to release or obtain information or records that pertain to my study at the Adult Education Center.

The following records or information may be gathered by the AEC

Records:	Source:
my special ed. records	Topeka High School

Comments:

The following records or information may be released by the AEC

Records:	Released to:

Comments:

This permission expires:

Signed: Paul Mechinko (Parent(s), Guardian, or Eligible Individual) Date: 8-31-98

LEARNING AGREEMENT

The Adult Education Center staff is pleased to help you develop skills for lifelong learning. Carefully consider the effort necessary to succeed as well as the benefits that will result from your efforts.

COMMITMENTS:

1. I realize that reaching my learning goals will take time. I am committed to attaining my goals.
2. I plan to attend every scheduled session.
3. If I must be absent, I will call the Adult Education Center.
4. I will talk to the staff about problems I have completing my Adult Learning Plan. The staff and I will work together to find a solution.
5. I will attend regularly on - -

Monday	Tuesday	Wednesday	Thursday	Friday	Total Days
9-11:30	9-11:30	9-11:30			3

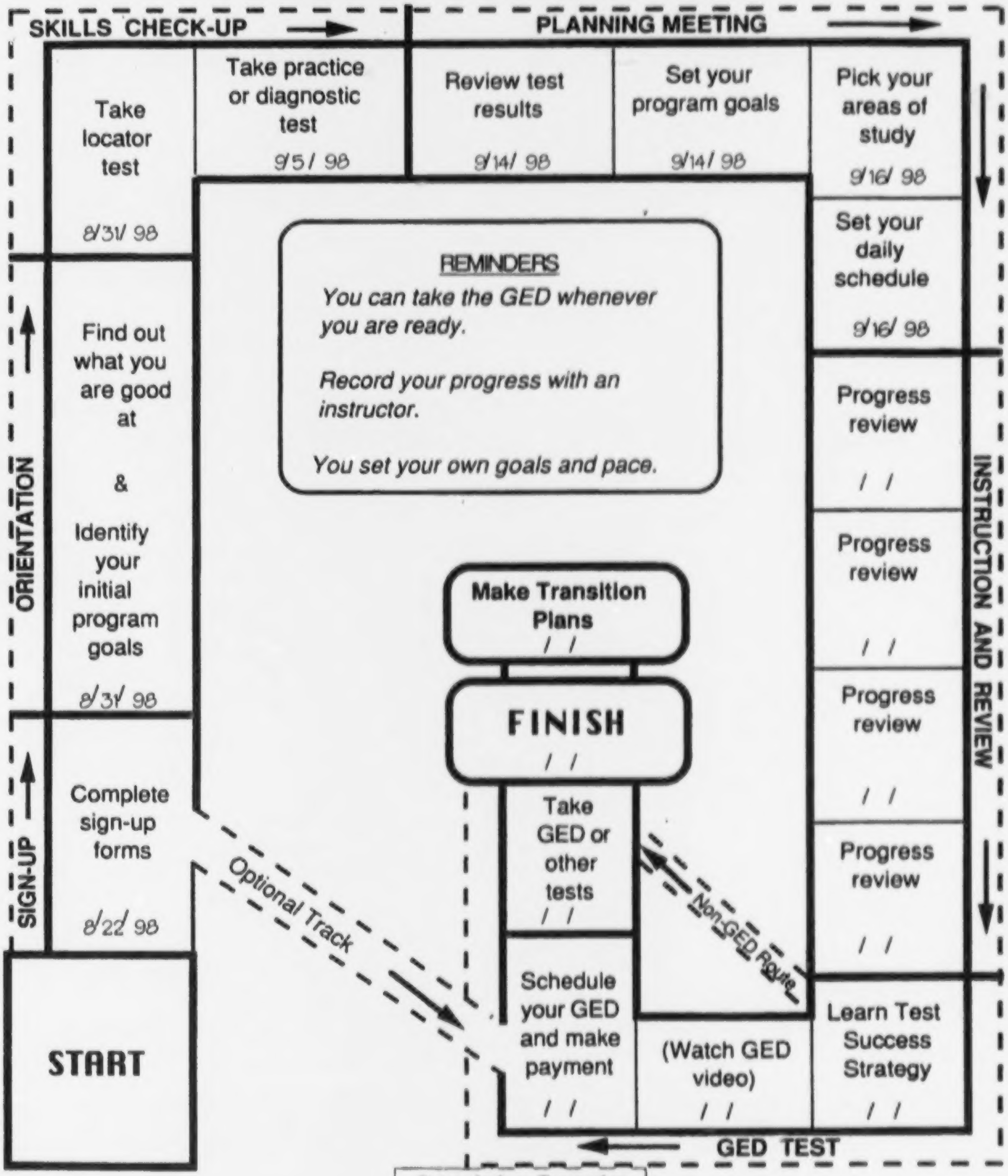
BENEFITS:

1. If I attend regularly and have a good attitude my chances of reaching my immediate, my long-term and my career goals will increase.
2. Working with my peers allows me to know different people and learn from their experiences as well as my own.
3. Reaching my educational goals will help me feel better about myself and give me confidence to set even higher goals.
4. Proper use of learning strategies allows me to learn more here, on the job, and in school settings.
5. Attaining my goals allows me to gain further training or education. I will be better prepared to find a job or improve the kind of job I have.
6. My active participation at the Adult Learning Center should improve my quality of life.

Name: Paul Mechinko

6/13/98
8/31/98

LEARNER PROGRESS RECORD



START

SIGN-UP

Complete sign-up forms 8/22/98

ORIENTATION

Find out what you are good at & Identify your initial program goals 8/31/98

SKILLS CHECK-UP

Take locator test 8/31/98

Take practice or diagnostic test 9/5/98

PLANNING MEETING

Review test results 9/14/98

Set your program goals 9/14/98

Pick your areas of study 9/16/98

Set your daily schedule 9/16/98

INSTRUCTION AND REVIEW

Progress review / /

Progress review / /

Progress review / /

Progress review / /

GED TEST

Learn Test Success Strategy / /

(Watch GED video) / /

Schedule your GED and make payment / /

Optional Track

Non-GED Route

Take GED or other tests / /

FINISH / /

Make Transition Plans / /

REMINDERS

You can take the GED whenever you are ready.

Record your progress with an instructor.

You set your own goals and pace.

Appendix

Alternative Adult Learning Plan

Adult Le

Name: ______________________________

Date: ______________________________

My Program Goal(s):

___ Yes I want to take a practice GED exam.

___ Yes I want classes to improve my skills in readi

___ Yes I want classes first to learn to speak, read,

Second Language (ESL).

___ Yes I plan to enroll at ______________________________

___ Yes I took an exam ______________________________

I need to improve my scores in __R

My Major Roadblocks:

Roadblock

A) ______________________________

____

B) ______________________________

____

C) ______________________________

____

arning Plan

classification level: **1A 2A 4**

ng, writing, math, pre-employment, and life skills.
& write in English. The class is English as a

Reading __Math __Language

Plan to overcome roadblock

Transcription- Appendix 250

My Learning Plan:

My Major Learning Activities:

To learn to ______

Activity

Area: ______
1) ______
______

Area: ______
2) ______
______

Area: ______
3) ______
______

Area: ______
4) ______
______

Area: ______
5) ______
______

, I will:

Materials/ Method	Planned Outcome	Completion Date

Instruction Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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Instruction Component

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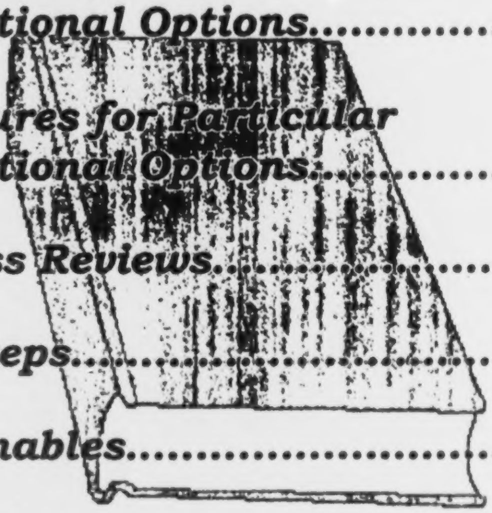
Adult Education Learning Strategy Modifications



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Goals

1. Provide instruction consistent with specific learning goals identified during individual adult learners' prescription meetings.
2. Help learners toward accomplishing specific outcomes (e.g., pass GED exam, improve literacy skills, learn English as a second language).
3. Provide instructional options that are appropriate for varied learning goals and desired outcomes.
4. Continuously monitor learner progress to determine appropriateness of instruction.
5. Provide a learning environment consistent with principles of andragogy and teaching for adult participants of varying ability and needs levels.

Intended Outcomes

Adult learners will:

1. Remain actively enrolled at the AEC until accomplishing specific goals.
2. Accomplish specific learning and outcome goals.
3. Be prepared to complete the next phase of their education, which may include taking the GED or other exam, planning for transition, or entering employment or other education options.

Introduction

A variety of instructional options are available to adult learners to help them meet their learning goals. These options include independent study, content and skill classes, and learning strategy classes. Immediately prior to beginning the instructional phase, adult learners meet individually with an instructional staff member in a prescription meeting. Together, they will have developed an *Adult Learning Plan* (ALP) that specifies which instructional option(s) is appropriate for that participant. Most participants are likely to experience more than one instructional option during a given time period. During the instructional phase, options are routinely reviewed and revised based on a learner's progress and needs.

Instruction in all options is led by a staff member and adheres to principles of andragogy (see Appendix B) and is consistent with the unique learning needs and goals of individual participants.

One program's experience

It is important to break negative stereotypes of past teacher/learner interactions. Therefore, we feel a relaxed seating arrangement is very important, i.e., around tables where the teacher doesn't appear to be "teaching" but rather "interacting" adult-to-adult. Some suggest that the teacher not stand in front of the class as is traditional, but that the teacher should sit among the learners.

Computers were available in our program both in individual classrooms along the perimeter of the wall and in a separate computer room. Often learners who are doing computer work do not like to be separated from the rest of the class and isolated in a computer room. However some do, so a separate computer lab accommodates this learning preference.

A significant drawback to class-wide teaching is the erratic attendance of many participants. Instructors who have learners missing one or more sessions have difficulty keeping the lessons on-track for all participants. Reviewing and peer-tutoring are useful solutions to this dilemma.

Since our center was part of a vocational school, many of our adult learners were post secondary and post-GED learners. We found that intermingling the pre-GED learners and these post secondary learners created a very positive setting. In fact, the post secondary adult learners were highly motivated and modeled what the pre-GED learners could become. This worked quite well and created a positive atmosphere.

The quality of adult education programs varies. To improve services for adult learners, the Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp. 46-49.) For this component these indicators are relevant:

1. Participants make significant education/ workplace readiness/technology gains. (Measure 2.1)
2. Participants not making significant education/ workplace readiness/technology gains do demonstrate progress. (Measure 2.2)
3. Participants spend a significant amount of time in instructional activities. (Measure 3.1)
4. The program incorporates use of technology into participant instruction. (Measure 5.1)
5. The program provides technology-specific instruction, including current computer applications and use of internet. (Measure 5.2)

Component Materials

Consumables

- *Writing Skills Assignment and Progress Record*
- *Reading Skills Assignment and Progress Record*
- *Math Skills Assignment and Progress Record*
- *Social Studies and Science Assignment and Progress Record*

Procedures for All Instructional Options

Instruction is provided in nine-week "courses." Specific instructional activities are at the discretion of the instructor. Principles of andragogy and techniques of teaching consistent with the nature of a specific instructional option are adhered to. For example, in the strategy classes and the content and skill classes, teachers typically organize and lead a combination of whole group and small group activities. In the learning strategy approach, teachers follow a strategic teaching sequence consistent with the specific strategy being taught.

During the time learners are participating in instructional activities, periodic reviews of progress are made with a member of the AEC staff. These periodic reviews are more than just checks on daily class work performance. They are important as a means to examine the learner's goals, sense of accomplishment, possible roadblocks, and direction of the instruction and curriculum. Based on these reviews, changes in curriculum, scheduling, grouping, and instruction may be instituted immediately or appropriate options for the next nine-week period may be identified.

What we did...

During periods of time when the center was not fully staffed or attendance rates were low, we suspended the nine-week course schedule. If the ratio of staff-to-attendees allowed, we did continue to offer the various types of courses. Depending on the nature of the instruction, a course might be completed in less than nine weeks. In other situations, only a limited menu of course options was made available.

Also, the nine-week length was determined by staff members as appropriate for the amount of content they thought needed to be covered. They took into consideration both what information needed to be included about a topic and how much adult education learners at the center, in general, could tolerate. The number of weeks another program uses for a "course" system may vary.

Materials

1. A permanent folder with materials from orientation, assessment, and ALP meetings, including: Learning Preferences Worksheet, Goal Setting form, Learner Progress Record, Learner Agreement, assessment forms and results, and Adult Learning Plan.

2. (Optional) Specific class folders that contain work in progress and benchmark work samples for a particular class. These work samples are kept at the teacher's or participant's discretion and may be discarded at the conclusion of the class.

3. Course syllabi (see examples in Appendix C).

4. Instructional materials selected from among resources of the adult education program (e.g., books, workbooks, teacher guides, computer terminals, and software) and other materials provided by the participants (e.g., job-related reading materials, a note written to a child's teacher). Materials should be selected that learners and the instructional staff deem appropriate and that do not place undue burdens or expectations on the participants.

Preparation

1. Review the learners' ALP to be certain the learners are participating in an appropriate option.

2. Plan instruction consistent with the option.

Requirements

The amount of time individual learners spend in the instructional phase of the program depends on several factors, including the instructional options selected, how regularly learners attend, and the rate at which the learners progress toward their goals.

Instructional options are offered in 50-minute time blocks, five days a week. Each instructional option is offered for a nine-week period. Thus, participants who enter into a specific option are expected to participate in it until the current nine-week period is completed. Whenever an instructor and a participant agree that a particular instructional option is inappropriate for that learner, and reasonable modifications will not likely resolve the problem, the individual may be placed into another option. That alternative may be independent study and may involve working with another teacher if a scheduling change is not possible.

Participants who begin their time at the adult education program in the middle of an ongoing nine-week course are able to enter any instructional option without waiting.

Depending on what is being offered in a given nine-week period and participants' individual learning needs, participation in a specific option may or may not be repeated.

Procedures for Particular Instructional Options

Procedures for Particular Instructional Options

1. Independent Study

Independent study is an option for all areas of study.

Adult learners are provided with materials designed for independent use. The teacher reviews with each adult learner the procedures for using the materials. The participants then work on the materials independently, seeking instructor help as needed. The instructor reviews progress with learners at designated intervals (i.e., predetermined time periods or progress markers).

Materials

Materials for independent study are those participants can use with minimal teacher interaction. Examples include GED practice exams, self-explanatory workbooks and computer programs appropriate for participants' independent literacy abilities. Features should include: a) clear instructions and manipulatives; b) tasks requiring little or no assistance (e.g., using a calculator, using writing instruments, using procedures that are easy to follow); and c) procedures for self-monitoring and correction.

Staff Preparation

1. Review participants' ALPs to determine whether the independent study approach is appropriate for specific learning goals.
2. Select materials appropriate for each adult learner's literacy skills so that learners may work at their own pace.

Instructional Procedures

1. Check with adult learners periodically during each study session to assist in monitoring learning progress. This may be done by asking the learners to "check in" after reaching a certain point in the learning task(s), or by planning to sit and chat with the participants at some point. To ensure reviews do occur, a time should be agreed upon at the out-set for this purpose (e.g., after completing particular activities, after studying a number of hours). A good idea is to "check in" on learners shortly after study has begun, to be sure they are starting out correctly. Topics a staff member might address include:
    - (a) whether the materials being used are helpful,
    - (b) if the participants have any questions or need help,
    - (c) whether progress meets expectations,
    - (d) how learners like the curricular materials and activities,
    - (e) feedback on performance to date, and
    - (f) praising participants for their work.
2. At the staff member's and adult learner's discretion, a time may be set aside for the staff member to correct/review some of the adult learner's work samples.

2. Content & Skill Classes

Content and skill classes are offered in the areas of reading, writing, and math. In the different areas classes may be offered at the basic, intermediate, and advanced levels. Each time a class is offered, a specific content is taught to the learners. In these classes participants learn a body of skills and concepts related to the specific content area. For example, in a math content class, problem solving may be the focus, or it may be computation with fractions and decimals; in a reading class, structural analysis of words may be the focus; and in a writing class, the focus may be essay organization.

What we did...

The content and skill areas of reading, writing, and math were identified as appropriate based on three factors: (a) staff members' observations of the most common learning needs of adult learners; (b) expertise of the staff; and (c) skills necessary for GED exam success, employment, or further education. Information related to science and social studies (areas of the GED exam) or the enrollees' work or daily life can easily be woven into these three areas, or classes could be developed in those areas following the same format.

Materials

1. Instructional materials such as teacher guides and demonstration aids.
2. Learning materials such as practice workbooks and manipulatives.

Staff Preparation

The instructor should prepare a combination of activities for discussion, demonstration, and investigation that enable participants to comprehend and assimilate the skills and concepts being taught.

Instructional Procedures

Typically the instructor uses a combination of whole class and small group sessions as well as sessions when participants are actively involved in investigating and practicing the skills and concepts they are learning. As in all instructional options, the teacher describes and models skills but does not lecture. Active learner participation is critical.

What we did...

For the essay writing class, it is helpful to keep a portfolio of each adult learner's writings. After the participants received feedback on several of these writing samples, participants selected which of their writings to keep in a separate portfolio that was periodically updated. Traditionally, portfolios contain examples of learners' progress (i.e., successes), however examples of poor performances which have been "overcome" can also be powerful to see.

Example Content and Skill Class Offerings

The following descriptions provide a brief overview of content and skill classes that have been offered.

Solving Math Word Problems
Participants learn to use a five-step approach to solving word problems. Depending on pretest scores, participants are placed in Basic Skill, Pre-GED, or GED level classes.

Applied Math
Participants work on skill domains identified from a placement test (e.g., TABE, CASAS, ABLE). Benchmarks are used to determine progress. The five domains are computation, estimating, math concepts, measurement, and job-related computations.

Essay Writing
Participants are given options in ways to approach writing:
(1) learning writing skills they need in their lives,
(2) writing for pleasure and to enhance personal communication skills, or
(3) writing essays to prepare for the GED exam.
Most participants choose option (3) which is probably the most difficult.

Each approach emphasizes writing as a process which involves pre-writing (planning, thinking, brainstorming) and post writing (editing, reviewing, revising). Each approach evaluates participant work based on the CASAS competencies:
(1) relevant, sufficient and appropriate content,
(2) well-developed, cohesive organization,
(3) appropriate and rich word choice,
(4) correct grammar and varied sentence structure, and
(5) correct capitalization, punctuation and spelling.

Grammar Skills
Participants work independently at one of three skill levels to learn to recognize (1) verbs and subjects, (2) correct capitalization and punctuation, and (3) correct grammar and usage in order to identify complete and correct sentences. Much of the instruction is computer-based.

3. Learning Strategy Classes

Participants learn how to perform a specific learning strategy. A variety of learning strategies are taught, typically one per nine-week course. Examples of strategy classes include the Paraphrasing Strategy, the Test-Taking Strategy, and the Paragraph Writing Strategy.

Instructors teach a strategy following specific instructional guidelines which are appropriate for that strategy and consistent with the principles of andragogy. Both teacher-directed and practice activities are involved. Consistent learner participation is necessary during all strategy lessons.

Materials

1. Strategy teaching manual. (See Appendix A for information on Learning to Teach the AEC Way.)
2. Duplicates of instructional support materials for overheads and/or handouts, e.g., cue cards, practice sheets.
3. Typical adult education curricular materials (e.g., GED practice books, job applications, reading materials) with which the strategy can be practiced.
4. In the case of some strategies, instructors may need to identify practice materials in advance of practice lessons (e.g., a list of writing topics or reading passages written at specific reading levels).

Staff Preparation

1. For the specific learning strategies we used, teachers must be "trained" in the teaching procedures in advance of teaching the strategy. See Appendix A for information on "training."
2. Teachers need to prepare materials for a given lesson (e.g., cue card handouts, tape recorders). Appendix D includes modifications of the learning strategies.

Instructional Procedures

Instruction on learning strategies is ideally offered in a small group setting where learners are able to learn from each other as well as practice various strategy activities together. Strategies can, however, be taught in one-on-one situations. Some aspects of the instruction necessarily require individualized attention from the instructor.

After establishing the need for learning a strategy, the teacher typically begins learning strategy instruction in a describing and modeling phase. That is, the teacher takes primary responsibility for describing the learning strategy and modeling its procedures. Gradually, the teacher moves to a facilitator phase, in which the instructor guides the participants as they assume increasing responsibility for performing the strategy. Eventually, as the participants begin to master and work on generalizing the strategy, the teacher moves into a coaching phase in which the instructor merely prompts the strategic participant to perform the strategy appropriately.

4. Topic Classes

Participants study in-depth a specific skill or concept from one content domain. For example, in a math topic class on computation, learners study how to add, subtract, multiply, and divide fractions and related skills (e.g., reducing fractions, borrowing from whole numbers, and predicting outcomes). Depending on the topic of the class, there may be prerequisites for learners to participate (e.g., already familiar with the concepts of fractions and whole numbers).

Instructor Tip

Teachers do not always have to administer assessments to determine whether learners can perform a prerequisite skill. Teachers may rely on their observations to judge how well learners are doing. If an assessment does seem necessary, often an informal assessment can do the trick. For example, ask the learners to complete five sample problems involving fractions. Judge the learners' skill level on how the problems are completed and if the responses are correct.

Materials

1. Instructional materials such as teacher guides and demonstration aids.

2. Learning materials such as practice workbooks and manipulatives.

Staff Preparation

The instructor should prepare a combination of discussion, demonstration, and investigation activities that enable participants to comprehend and assimilate the skills and concepts being taught.

Instructional Procedures

Typically the instructor uses a combination of whole class and small group sessions and other times classes are structured so that participants are actively involved in investigating and practicing the skills and concepts they are learning.

5. Learning Strategy Classes

Learning Strategy classes are an applied example of the Topic classes described previously. In these classes the topic is a specific learning strategy and participants learn how to use it. A variety of learning strategies are taught, typically one per nine-week sequence. Examples of strategy classes include the Paraphrasing Strategy, the Test-Taking Strategy, and the Paragraph Writing Strategy. The strategy classes can be organized around a year-long calendar similar to how the Content or Skills Classes are organized. Typically, the strategy classes continue longer than a Topic class.

The strategy classes are not appropriate for every learner. We believe the first important learner characteristic is that the learner has developed basic skills at a fourth grade level or higher. These strategy classes are not designed for the learner with severe learning problems. For those learners with severe learning needs, a much more intensive, individualized approach is needed. The second characteristic is that the learners have demonstrated a commitment to improving their skills.

Since the strategy classes are organized as a group effort, instructors (and the other participants) will find that learners' level of effort and regular attendance are both critical to success. Class size seems to work with a group as small as three, but gets better as the number of participants increase to five persons who are attending regularly.

Instructors teach a strategy following specific instructional guidelines that are appropriate for that strategy and consistent with the principles of andragogy. Both teacher-directed and practice activities are involved. Consistent learner participation is necessary during all strategy lessons.

Materials

1. Strategy teaching manual.
2. Duplicates of instructional support materials for overheads and/or handouts (e.g., cue cards, practice sheets).
3. Typical adult education curricular materials (e.g., GED practice books, job applications, reading materials) with which the strategy can be practiced.
4. In the case of some strategies, instructors may need to identify practice materials in advance of practice lessons (e.g., a list of writing topics or reading passages written at specific reading levels).

Staff Preparation

1. For the specific learning strategies we used, teachers must be "trained" in the teaching procedures in advance of teaching the strategy. (Contact the University of Kansas, Center for Research on Learning for information on how to obtain "training" for these strategies.)
2. Teachers need to prepare materials for a given lesson (e.g.. cue card handouts, tape recorders).

Progress Reviews

At predetermined intervals, one or more staff members and the adult learner review the learner's progress. In these meetings the learner's goals are reviewed as well as the progress the learner has made at achieving these goals. Decisions regarding continuing or alternative placements are then made. These meetings take place after approximately 20 hours of consistent enrollment, or monthly for participants who are less consistent in their attendance at the AEC. Intervals between meetings may be based specifically on what is being taught, or in the case of the less frequent attendee, as an opportunity to review possible roadblocks to attendance.

More importantly than the formal reviews, the instructors and the adult learners should routinely assess how the learners are progressing in relation to goals on the *Adult Learning Plan*. Each time a new activity is begun is a good time to discuss how it relates to the learners' desired learning goals. Be sure to discuss also why a particular activity is appropriate for the learners, stressing what the learners should (a) be able to do as part of this activity, and (b) learn as a result of putting effort into the activity.

Instructor Tip

We often try too hard not to treat adult learners like their public high school counterparts. Learners of all ages like reinforcement for a job well done. Don't you like a pat on the back for doing something well? Adult learners respond favorably to being recognized for reaching their goals and to personal rewards such as stickers, certificates, having their work publicly posted, and most of all, to words of praise from a teacher they respect.

As part of the reviews these specific activities are accomplished:

1. Review participants' folders and materials for completeness,
2. Identify products for the participants' portfolio,
3. Monitor attendance and hours, and
4. Update the Learner Progress Record.

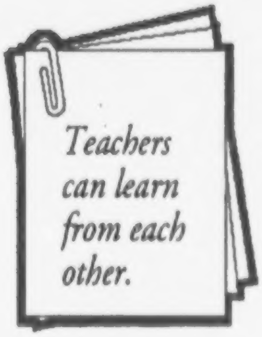
The session begins with a review of each learner's goals. You might say:

"Let's take a look at the goals you set for yourself the last time you met with (name of staff person). **Your learning plans shows that you would like to** ___(goal)___. **In your work on** (name materials or instructional option), **have you been getting closer to meeting this goal?" (Elicit response from the participant.)**

"Let's look at some of your work and see what it tells us about how you have been doing." (Discuss with the participant whether or not work samples indicate progress. Openly discuss any areas in need of work. Be sure also to highlight accomplishments.)

"Now, let's talk about what you should be doing to continue toward your goal. One good class option for you might be (name class option[s]). **What do you think about working in these areas now?"**

Complete plans for each participant's instructional choices. Use the Learner Progress Record to record information about the review and be certain that it is up-to-date.


Teachers can learn from each other.

What we did...

One of a teacher's best resources for instructional planning and reviewing is the instructor's colleagues. Teachers can benefit from bringing their ideas to others for review, or asking for suggestions when they are looking for a fresh idea. This type of interaction can be done on the run. A routine meeting time is better, however, so teachers can sit and discuss specific issues. You may want to think in advance about how to describe the topic to a consulting teacher(s), and perhaps bring relevant work samples with you. Because this should be a helpful event, teachers who do not see eye-to-eye may not be the best colleagues to bring together for these sessions.

One program's experience

Not all participants have been taught the same social graces as are expected in educational settings or in the work force. Often, they interrupt or intrude into conversations. We have found that as we are teaching academic skills we also have an obligation to teach social skills to prepare them for the workplace. This can be done tactfully. Also, modeling correct behavior can be very effective. Our motto is always "It isn't that they can't do it or learn it, it's just that they haven't yet." Try not to take things personally; they generally aren't meant to be personal! Try to keep a sense of humor. We all should be continuously learning. If we are not, we should wonder about our effectiveness as good practitioners!

Next Steps

Enrollees may conclude participation in the instructional phase by dropping out of the program or passing the GED or other exam (e.g., vocational school entrance exam, pre-nursing exam), or by attaining a personal goal. In either case, they may simply cease to have contact with the instructional staff, establish contact with another service organization, or begin further education or employment. Whenever such a change in status is anticipated by staff or actually occurs, enrollees should be encouraged to participate in a transition meeting before moving on (see Transition Component). As soon as the staff becomes aware that enrollees will discontinue participation, a review of the participants' permanent file is made to be sure all appropriate materials are as complete and up-to-date as possible.

Consumables

- *Writing Skills Assignment and Progress Record*
- *Reading Skills Assignment and Progress Record*
- *Math Skills Assignment and Progress Record*
- *Social Studies and Science Assignment and Progress Record*

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

Writing Skills Assignment and Progress Record

Date begun:______ Date finished:________ Pretest ________ Posttest _______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?________Yes ________No

What did you learn from the assignment(s)? ____________________

____

Date begun:______ Date finished:________ Pretest ________ Posttest _______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?________Yes ________No

What did you learn from the assignment(s)? ____________________

____

Date begun:______ Date finished:________ Pretest ________ Posttest _______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?________Yes ________No

What did you learn from the assignment(s)? ____________________

____

Reading Skills Assignment and Progress Record

Date begun:_______ Date finished:_________ Pretest _________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?_________Yes _________No

What did you learn from the assignment(s)? __________________________________

____

Date begun:_______ Date finished:_________ Pretest _________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?_________Yes _________No

What did you learn from the assignment(s)? __________________________________

____

Date begun:_______ Date finished:_________ Pretest _________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio?_________Yes _________No

What did you learn from the assignment(s)? __________________________________

____

Math Skills Assignment and Progress Record

Date begun: ______ Date finished: ________ Pretest ________ Posttest ______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Date begun: ______ Date finished: ________ Pretest ________ Posttest ______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Date begun: ______ Date finished: ________ Pretest ________ Posttest ______

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Social Studies and Science Skills Assignment and Progress Record

Date begun: ______ Date finished: ________ Pretest ________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Date begun: ______ Date finished: ________ Pretest ________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Date begun: ______ Date finished: ________ Pretest ________ Posttest ________

Materials ____

Assignment(s) ____

____

Include in learner's portfolio? ________ Yes ________ No

What did you learn from the assignment(s)? ______________________

____

Appendix A

Learning to Teach the AEC Way

Introduction

From the Instruction Component: A variety of instructional options are available to learners to help them meet their instructional goals. These options include: independent study and content & skill classes (basic, intermediate, and strategy). Immediately prior to beginning the instructional phase of their participation, learners meet individually with a staff member. Together, they develop an Adult Learning Plan (ALP) that specifies which instructional option(s) is appropriate for that learner. Most learners will likely participate in more than one option during the same time period. During the instructional phase, options are routinely reviewed and revised based on the learner's progress and needs.

Instruction during all options is led by a staff member. All instruction adheres to principles of andragogy and is consistent with the unique learning needs and goals of individual learners.

Instruction for each option is provided in nine-week "courses." Specific instructional activities are at the discretion of the instructor, however principles of andragogy and techniques of teaching consistent with the nature of a specific option are adhered to. For example, in both the basic and strategy levels of the content & skill classes, teachers organize and lead a combination of whole group and small group activities; in the learning strategy approach, teachers also follow a strategic teaching sequence consistent with the specific strategy being taught.

During the time a learner is participating in instructional activities, periodic reviews of progress are made with a member of the staff.

Among the instructional options available to learners are modified versions of learning strategies developed as part of the University of Kansas' Strategies Instruction Model (SIM).

A **learning strategy** is an efficient and effective approach to completing a learning task. Typically learners can use a strategy independently once they have learned it.

The strategies taught in this project included: The Paraphrasing Strategy -to help learners comprehend what they read; The Paragraph Writing Strategy -to help learners plan and write cohesive paragraphs and essays; The Test-Taking Strategy -to help learners reduce stress and maximize their efficiency when taking tests; and The Self-Advocacy Strategy (see The Education Planning Strategy) -to help learners identify their personal education, employment, and daily living goals and to advocate for those goals.

Each of the strategies taught has been modified from its original form. These modifications have been developed and tested by adult education staff and researchers from the University of Kansas.

Strategies Taught at the Topeka AEC

The following strategies are taught at the Topeka AEC:

for Reading:

The Paraphrasing Strategy: Helps learners to understand and remember what they read. Steps are presented for learners to ask themselves questions while reading. As they answer these questions, they better understand main ideas and important details they have read and are able to remember them more effectively.

The Word Identification Strategy: Helps learners decode words. Adult learners learn steps to follow during reading to use context clues to help decode words they cannot read. The strategy sometimes helps learners identify the word's meaning, but is primarily a strategy for decoding.

for Writing:
The Paragraph Writing Strategy: Helps learners write paragraphs and essays. Learners become familiar with the parts of well-written paragraphs and essays. Steps are learned that remind learners to include all of the parts in their writing.

for Taking Tests:
The Test-Taking Strategy: Helps learners choose the best answers on tests and finish tests on time. Steps are learned for organizing time and finding the best answers to test questions. The strategy is not a substitute for having appropriate knowledge to succeed on a test.

What we did...

We found the Test-Taking Strategy very useful. It requires only a 2-3 week time commitment.

for Setting Goals:
The Self-Advocacy Strategy: Helps learners set goals and share them with teachers, case workers, and others. Learners learn how to set goals they can meet for learning, working, and daily living. Learners also learn how to share their goals with others who can help them make decisions about their plans.

What we did...

This excellent strategy has a time commitment of 2-4 weeks, and we found that few of our adult learners had previously used the self-reflection that this strategy employs. We observed remarkable personal and academic changes in learners' results after they learned this strategy and their self-image and self-concept greatly improved.

Teaching the SIM Strategies

The learning strategies used at the Topeka Adult Education Center were developed by researchers at the University of Kansas Institute for Research in Learning Disabilities/Center for Research on Learning. To maintain the integrity of the strategies, the authors only make them available to individuals who have participated in "training" to learn about them and the Strategies Instruction Model of which they are part.

For information on how to obtain "training" in your area as well as strategy manuals and related materials, contact:

Center for Research on Learning
1122 West Campus Rd.
JR Pearson Hall, Rm. 517
University of Kansas
Lawrence, Kansas 66045
or
Call: (785) 864-4780

Modifications to the strategies developed at the Topeka AEC are described in *Adult Education Modifications to Learning Strategies* which is Appendix D of this component.

Appendix B

Teaching Adults with Learning Disabilities

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Teaching Adults with Learning Disabilities

Most teaching practices in use in school classrooms and learning center settings are used because the teachers (a) know how to do them and (b) believe they are effective with particular learners. Most of these practices were learned during teacher education, passed on by other educators, recommended in a staff development or curriculum guide, or developed by the educators themselves. Researchers report that as much as 80% of teaching materials and practices in use have not been researched to assess their effectiveness.

The practices described in this section **do** have a research basis. They are practices that have been studied and proven effective for teaching individuals with learning disabilities. Because a very limited amount of research has been done on teaching for adults, some of the practices included have been researched with adolescents or children only. The fact that these practices have been researched in some form to document their effectiveness should give you confidence. However, the context of teaching is never static; what worked in one situation does not always work as well in another situation. Thus, these practices have high potential to be effective but they must be carried out in ways that are appropriate to the special teaching situations in which you find yourself.

Many adult educators claim that the best practices for teaching adults with learning disabilities may also be the best practices for teaching other adults with limited literacy skills. While research has not been conducted to investigate this claim in all areas of teaching, literacy providers may find the methods discussed helpful for use with other adult learners. Adult learners without disabilities, however, may sometimes find the pace of these practices too slow and may actually be confounded by the "breaking down" of information into smaller chunks, which is an appropriate practice for those with LD.

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Regardless of whether or not someone has a learning disability, all adults have preferred ways of learning. Good instruction takes into account the strengths of each adult learner and how the learner learns best. Good instruction has as its goal the strengthening of a learner's weaker skills as well.

Thus, **what is unique about an adult with learning disabilities, and the adult's strengths and weaknesses should be taken into account during instruction.**

Despite the fact that every individual's learning disability is unique, **certain principles of instruction and practices are appropriate for almost anyone with a learning disability**. These instructional principles and practices have been designed and adapted to be used with a broad audience of adults with learning disabilities.

Principles of Effective Instruction for Adults with LD

The following are effective instructional practices that take into account the special learning needs of adults with LD. Combining these with the principles of andragogy should result in teaching that is appropriate for adults with LD (and most other adult learners).

Set realistic learning goals.

Individuals with LD often have unclear or unrealistic goals for learning. Therefore, they don't always appreciate the incremental goals that are involved in reaching larger goals. For example, they may not understand what goals contribute to the general goal of "writing well enough to pass the GED exam."

Goal setting begins with identifying what the learner wants to learn and what the learner needs to learn. The need part is determined by goals related to skills and information which must be learned in the process of accomplishing goals. The instructor and learner should both be clear on what the goals are and be mutually committed to meeting them.

Helpful Examples:

To help make the suggestions in the Planner more meaningful, examples of adult education situations are provided in gray boxes to demonstrate how the suggestions may be carried out.

Bea has come to the Adult Learning Program to prepare for her GED exam. Lupe, an instructor at the ALP, sat down with Bea to discuss her goals. Bea explained that she has not participated in any education since she dropped out of high school early in tenth grade; she is now age 23. Bea reported being quite frustrated in school and that when she left school she "couldn't do much better than I did as a kid at reading or math." Bea explained that she will be eligible for a job promotion at her work if she earns her GED and develops some of her reading and math skills.

Lupe suggested to Bea that they should begin by identifying Bea's goals and doing some quick placement tests to determine where to start working. Because Lupe thought Bea might have a learning disability she suggested that Bea might want to consider that possibility as well. As she explained, Bea might be entitled to special accommodations on the GED exam and in her workplace if a disability were documented. The two discussed whether Bea would be interested in knowing if she had a disability. They considered how she would handle the news, whether a learning disability was found or not. Lupe explained that she would be able to help Bea with her goals regardless of whether the testing was done. Finally, they discussed how Bea would be able to pay for testing, since her job benefits would not cover the expenses. Lupe was careful to stress that a learning disability was just a possibility and that she was not indicating that there, in fact, was one. Bea agreed to explore the possibility.

Lupe told Bea that the first step in the assessment process was to do some screening tests. These would include a few short tests she would complete in addition to the placement tests taken by all new enrollees at the ALP. Lupe indicated that these tests would better indicate whether Bea might have a learning disability. The results, Lupe explained, would help determine whether or not to go ahead with a full assessment.

All new enrollees at the ALP are encouraged to go for vision and hearing assessments if they have difficulties in learning. Bea had had a complete check-up within the last two years thanks to her employer's health plan. No vision or hearing problems were found.

Taking into consideration that Bea reported particular difficulties in reading and math and her comments about her performance in school, Lupe determined that Bea should participate in screening tests to (1) assess specific skills in reading and mathematical competence and (2) indicate her aptitude in the areas of language and memory skills. Further discussion revealed that the job promotion that Bea was hoping for would require her to write weekly reports. Thus, Lupe decided that Bea should also be tested for her ability to write multiple paragraph essays. (This will also be an important skill for Bea in order to pass the GED exam.)

Based on the results of the placement and screening tests, observations made by ALP staff, and discussions with Bea about her learning history, Lupe recommended that Bea make an appointment with a psychologist to have an assessment for learning disabilities. (Fortunately, the ALP found a local psychologist who was willing to donate her services to ALP enrollees.)

Following an interview with Bea and a battery of tests, the psychologist reported that in her opinion Bea did have a learning disability. The disability influenced her abilities to process and comprehend written text and to perform mathematical calculations. Bea agreed to share the psychologist's report with Lupe so that they could plan her education accordingly. (Bea has no legal obligation to allow the information to be shared with anyone.)

Together, Lupe and Bea determined that Bea's first learning goal would be to improve her skill at writing multiple-paragraph essays. They decided to focus on one skill at a time because Bea was not sure how regularly she would be able to attend the ALP, due to the demands of her job and her two children. Lupe stressed to Bea that they must find a way for Bea to attend consistently if any progress was going to be made.

Lupe reviewed an essay Bea had written as part of her placement tests. She asked Bea a few questions about how she had developed the essay. Lupe determined that Bea needed to work on:
(a) identifying important content consistent with her topic
(b) organizing content both within and across paragraphs
(c) expressing her ideas clearly
(d) writing complete sentences
(e) spelling words with irregular endings

Lupe chose to help Bea first work on identifying content for her essays. She reasoned that once Bea had that down, they could progress to working on how Bea would express that content.

Plan for success

Some learners with LD have long histories of struggle and failure. If learning is a series of successes instead of a constant struggle, learners are far more likely to believe in themselves and persevere. Also, learners who don't stay in a program very long will be leaving with some skills having been acquired even if an overall goal remains unmet. Make an assessment of how the individual learner may best learn needed skills. Then, having determined incremental skills that can be easily learned, identify materials and teaching activities that will result in quick successes.

Lupe selected a workbook that included both short exercises on identifying important content in passages and a chart to help Bea hierarchically organize content on topics she identified. Lupe could write feedback notes to Bea in the workbook and each exercise yielded a score Bea could plot on a graph.

Be sure that the learners are aware of the success they are achieving and that they attribute it to themselves and their efforts (many learners with LD attribute failure to themselves but success to fate).

Break lessons and tasks into small steps.

Many adults with LD have difficulty processing large amounts and particular kinds of information such as complex concepts, multi-step procedures and so on. Small amounts of information are more readily mastered. A critical role for you is to help the learner make connections between and among small units of information. Also, because success is essential to sustain participation by adults with LD, small steps that are more readily accomplished will assist you in keeping the adult engaged.

Lupe identified small units that Bea could complete during instruction. Bea had planned to attend four mornings a week, but commonly only participated twice a week. Lupe discussed with Bea how the materials would help and what Bea could expect to learn as a result. Lupe checked on Bea regularly to be sure the goals were appropriate.

Carefully define the immediate task, verbally and visually, breaking it into as many steps as necessary to "break it down" into manageable tasks. This is one more way to give the learner numerous opportunities for success.

Link instructional objectives to previous lessons.

To help learners see the relevance of learning a particular skill or set of information, make obvious how the objectives of a current lesson relate to previous lessons. This should help the learner put the pieces together.

Provide a transition to the current lesson. Provide it verbally and visually. Show where this lesson fits into the overall plan for accomplishing learning goals.

Communicate procedures and expectations for each session.

Learners with LD frequently engage in activities in a passive way. That is, they assume following steps is what is expected of them, when in fact, understanding, reasoning, and appreciating why particular steps are performed are critical aspects of successful learning.

Begin each instructional session by constructing a visual organizer with the learner. Reiterate current goals and subgoals, ask questions giving the adult learner an opportunity to put the information in his or her/ own words. Confusion and ambiguity are avoided if the learner knows what is expected and how it is to be accomplished.

Describe and model.

Learners with LD may not have a clear understanding of how they are to perform a skill. They benefit from a description of what they should do as well as a modeling of how it should "look."

Before asking a learner to perform a skill, explain and demonstrate correct performance for the learner. Expecting a learner to "discover" the correct performance is often unrealistic. Further, learners could easily begin practicing a procedure incorrectly and then have to unlearn what they have taught themselves. As you model a skill for the learner, describe your thinking and your performance. Good learners are conscious of both their thinking about what they are doing as well as their actions as they work through a skill.

Before Bea began practicing with the workbook, Lupe gave a demonstration of how to perform the skills emphasized in the materials. She acted as though she were a learner performing the skills, simultaneously demonstrating what Bea should do and explaining what she was thinking as she worked through some examples.

Provide explicit instruction.

Individuals with learning disabilities often need explicit instruction as new information is introduced. They are better able to perform a skill independently if they are fully informed about the skill and how to perform it. When providing explicit instruction, the teacher clearly identifies lesson goals, explains precisely what the learner will be expected to do, and describes and models the skills the learner will perform. The instructor assumes initial responsibility for guiding a learner's performance, then gradually turns control over to the learner as the learner grows in proficiency.

Lupe never just told Bea to "follow the directions in the workbook," or "practice the skills we worked on last time." Rather, she took time to discuss with Bea what Bea should work on and how to do the exercises.

Provide intensive instruction.

Because a learning disability is a cognitive processing problem, adults with LD need to "overcome" their processing deficit. (Remember, a learning disability cannot be cured, but its impact can be minimized). Frequent exposure to a new skill or new knowledge is critical for an adult building it into their repertoire. Excessive drilling is rarely the answer, but frequent application often is. The learner has to apply focused, sustained effort on the content or task. For other learners we consider this additional work as "over-learning." For the person with LD, over-learning, or intense instruction, has to be the norm. Self-paced workbooks or computer modules do not provide this intense instruction.

Good instruction provides multiple opportunities for someone to learn a new skill. Explanations, demonstrations, and practice opportunities rarely result in a learner with LD "getting" new information or mastering a new skill after just one or two exposures. Multiple opportunities to understand and practice need to be provided. These multiple opportunities should also be frequent. Practicing something new once a week is like learning it over again every time for someone with learning disabilities.

Lupe stressed to Bea that it was particularly important for Bea to attend instruction regularly during initial lessons. When Bea did show up, Lupe was careful to see that Bea worked in particular on skills she was just learning. Lupe did not begin instruction in a new area until Bea had begun to master what she was working on previously.

Instructional activities should be varied, both to prevent boredom and provide multiple ways for the learner to practice the skill.

Provide numerous examples for the learner of how to do a task.

In the spirit of modeling, learners with LD benefit from seeing multiple examples of the performance of a skill.

Generally, an appropriate number of examples to provide is three, although a learner's feedback will let you know when the learner has a clear understanding of the principle. Involve the learner in doing examples after the first or second example has been introduced.

Prompt learner response.

To encourage active participation as well as to check on a lesson's value to a learner, ask the learner questions about the lesson. Many adults with LD will not readily advocate for themselves if they are struggling with a lesson, and in some cases, they will not be aware of difficulties they are having.

In asking questions, allow enough "wait time" for the learner to respond, and calibrate learner's hesitations carefully. Avoid questions with yes or no answers when seeking responses. Ask an open-ended question instead. For example, ask "Can you show me which part of this lesson you think you understand the best?/the least?" rather than, "OK, now, did you understand what I just said?"

Guide learners during initial practice attempts.

Following introduction to a new skill, a learner should have opportunities to practice it; this is the time when the learning truly occurs. Good practice is a balance between repetitious activities and varied applications that allow the learner to explore the different ways a skill can be applied. Good practice is, of course, intensive, extensive, and combined with feedback.

Bea worked almost exclusively on her new skills when she was first learning them. To provide variety, Lupe found additional materials Bea could use for practice. Lupe also managed to give particular attention to Bea during early practice episodes. She would repeat models and provide more examples as she considered necessary. She was careful to give Bea useful feedback.

Just learning about a skill or learning new information without applying it generally results in very short-term learning. Practice provides the learner with opportunities to develop automaticity in skill performance and to think about a new skill or knowledge and its application.

Begin a practice activity with the instructor completing or modeling how to do the task and then gradually shift responsibility to the learner. Verbally walk through steps required to learn the task as the learner works. Gradually shift the responsibility for talking through the task to the learner.

Provide feedback and reteach, in a new way, with further practice, after incorrect responses.

Particularly during the early stages of learning and practice, learners need to understand what they are doing right and what they are doing wrong in performing a skill. Feedback that informs the learner as to how the learner is doing and clearly explains what was done right or needs to be done differently helps the learner to better understand skill performance. Adult learners with learning disabilities can be sensitive to feedback that indicates failure. Stress to the learner that feedback is not failure. Move into the lesson again and consider further breaking down of the task or the use of new examples.

Lupe was careful to "reinforce" Bea for the skills she was performing correctly. Whenever Bea had difficulties, Lupe first named the inappropriate performance, then explained why it was incorrect, and then described and modeled appropriate performance.

She would sometimes ask Bea to suggest how to improve her own performance. Following that, she selected exercises for Bea to do immediately, so that she could reinforce correct performance. Lupe also encouraged further practice of those aspects of skills Bea was already performing correctly.

Good feedback is like coaching. The learner is informed about their performance as it is happening. Tell the learner what was done well and why, as well as what was done wrong, and why and how to improve it. The learner can be prompted to reflect on the performance and to give "self-feedback" that the teacher can comment on. Good feedback does not have to wait until the learner has completed a task or asked for help. Also, good feedback does not just tell the learner how to perform the skill, but rather it challenges the learner to be reflective about his or her performance.

Prompt skill performance.

Many learners with LD master a skill only to fail to apply it on their own. To help the learner overcome this apparent "learned helplessness," occasional prompts will be needed to apply what has been learned.

When a learner is approaching mastery of a new skill, attention needs to be focused on helping the learner apply the skill. Practice opportunities should be provided in which the learner can apply the skill in a realistic context. Practice in a skill workbook, etc. gives the learner tools but not an apprenticeship at applying them. Instructors might find the "apprenticeship" concept useful in describing the work to the learner. Gradually lessen the number of teacher prompts to use the skill, encouraging the learner to prompt him or herself.

Once Bea developed some proficiency at identifying and organizing her essay content, Lupe began teaching about clear expression of that content. Together with Bea, she decided that they needed to work on paragraph formation, concise expression and sentence construction. During these lessons, Lupe routinely prompted Bea to use the organizing skills she had recently mastered.

Evaluate performance and outcomes.

The moment a goal is set, evaluation should begin. At that early stage, evaluation is as simple as regularly checking to be sure that desirable and realistic goals have been set. As instruction progresses to describing and modeling, practice, and prompted skill performance, evaluation should be embedded in all activities. Learners with LD are not always aware of difficulties they are having nor of how to express their concerns. Thus, regular evaluation can help the instructor know if the learner is understanding the task and performance.

When you believe instruction on a particular topic is complete, you should be able to establish that fact through a summative evaluation. That is, at the end of a lesson or unit, require the learner to demonstrate what should have been learned. It is not enough to talk about a new skill, nor to demonstrate performing parts of it.

Principles of Andragogy*

"treat adults like adults"

Adults:

- learn according to the social roles and duties they face;
- tend to move from a state of dependency to self-directed learning;
- have extensive reservoirs of experience that affect their learning;
- seek immediate application of things they learn;
- want some control over how they learn; and
- can integrate knowledge from a variety of modalities and sources.

*Adapted from M.S. Knowles (1980). *The Modern Practice of Adult Education: From pedagogy to Andragogy*. Englewood Cliffs: Cambridge Adult Education.

Appendix C

Example Course Syllabi

- ***"Grammar Skills: Finding Your Way to Strong Communication Skills"***
  by Kathy Fox
- ***"Reading Will Take You Anyplace You Want to Go"***
  by Mari John
- ***"Solving Math Word Problems"***
  by Nancy Meschke
- ***"Applied Math, CASAS Competencies"***
  by Nancy Meschke

GRAMMAR SKILLS

FINDING YOUR WAY TO STRONG COMMUNICATION SKILLS

Kathy Fox

February 1, 1996

Materials to be used unless otherwise indicated will be:

Contemporary's Building Basic Skills Book 1 (BBS1) & Book 2 (BBS2)
South-western Pre-GED Exercises/Writing Skills
Steck-Vaughn GED Writing Skills

OBJECTIVES: The participant will be able to identify, use correctly, detect & correct errors in use, and sometimes memorize(*)...

	TO STRENGTHEN (BBS1)	TO STRENGTHEN EVEN MORE (SW PRE-GED)	TO GREATLY STRENGTHEN (SV GED)
prepositions* & prep. phrases			overview 102-107
exercise A			
exercise B			
exercise C			
exercise D			
exercise E			
action verbs			
exercise			
exercise		34-37	
supplement			
linking verbs			
exercise			
exercise			
supplement			
verb phrases			
exercise	101-103		
exercise			
supplement			
verb forms			
exercise	75-77		
exercise	78		
supplement			
verb tense			
exercise	79-80	14-17	114-119
exercise	103-108	18-21	120-127
supplement	109-126		
subjects			
noun exercise	25-28, 48-52		
pronoun exercise			
gerund exercise			
inverted order	28-30		
commands	30-31		

OBJECTIVES: The participant will be able to identify, use correctly, detect & correct errors in use, and sometimes memorize(*)...

	TO STRENGTHEN	TO STRENGTHEN EVEN MORE	TO GREATLY STRENGTHEN
subject-verb agreement	(BBS1)	(SW PRE-GED)	(SV GED)
exercise	81-88	22-25	108-113
exercise		26-29	
supplement	91-93	30-31	
REVIEW COMPLETE SENTENCES			
exercise	94-95, 127-130	54-56	162-167
exercise	35-36, 38-39		168-174
supplement	20		
CAPITALIZATION			
exercise	55-58	4	34-39
exercise		67-70	
supplement			
END PUNCTUATION			
exercise	15-21	58	40-43
exercise			
supplement			
COMPLEX SENTENCES			
dependent clauses			
exercise			
exercise		49-52	188-193
supplement			
independent clauses			
exercise			
exercise			
supplement			
COMPOUND SENTENCES		44	174-181
joining independent clauses			
w/ conjunctions		47-48	
w/ semicolon		62	60-65
w/ connectors			
changing 1 to depend			
supplement			
parallel structure			182-187
exercise		45-46	
exercise			
supplement		48	
COMMAS		44-59	
in dates			
in names of places			
in letters			
in a series		41	
in direct address			
in renaming or interrupting		32-33	
in quotations		63-66	68-71

OBJECTIVES: The participant will be able to identify, use correctly, detect & correct errors in use, and sometimes memorize(*)...

	TO STRENGTHEN (BBS1)	TO STRENGTHEN EVEN MORE (SW PRE-GED)	TO GREATLY STRENGTHEN (SV GED)
OTHER CHALLENGES			
apostrophes/possessives		4,8, & 5	66-67, 72-79, 87-94
spelling		2 & 71-92	76-86
personal pronouns		9	128-135
pronoun agreement		6 & 10-13	136-141
indefinite pronouns			142-148
misplaced modifiers		52	194-200
adjectives & adverbs		38-42	148-153
shift of focus			200-205
revising sentences			206-211
REVIEW			94-98 154-158

Useful Additional Materials

Scott, Foresman ENGLISH WORKOUT
Contemporary GRAMMAR WRITE AWAY BKS 1 & 2
Steck Vaughn GED EXERCISE BOOK

IBM PUNCTUATION LEVELS II, III, & IV
IBM COMBINING SENTENCES (ALL LEVELS)

ESSAY WRITING

Students are given options in how they would like to approach writing: (1) writing according to what they need in their lives, (2) writing for the fun of writing, or (3) writing essays to prepare for the GED. Most students choose option (3) which is probably the most difficult but also the quickest path to achieving their goals.

Each approach emphasizes writing as a process which involves pre-writing (planning, thinking, brainstorming) and post-writing (editing, reviewing, revising). Each approach evaluates student work based on the CASAS competencies: (1) relevant, sufficient and appropriate content, (2) well-developed, cohesive organization, (3) appropriate and rich word choice, (4) correct grammar and varied sentence structure, and (5) correct capitalization, punctuation and spelling. After the student has received feedback on several of his or her writings, the student should decide which of his or her writings are the best and these can be kept in a separate portfolio and updated with each additional writing.

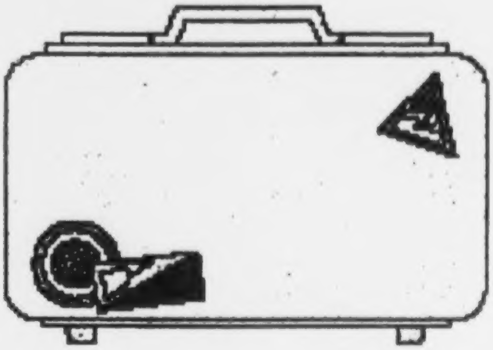
Students who choose option (1) are encouraged to write for whatever purpose they need based on their personal experiences. They may need to write lists—birthdays, groceries, things to do, bills to be paid; forms—school registration forms, job applications, insurance; notes or letters—to teachers, to social workers, to friends, to clear up some business matter; or personal journals—to sort through thoughts or feelings or events.

Students who choose option (2) work on writing creatively through stories and poetry from their own or suggested topics with the emphasis on having fun. Most students "like" to communicate by talking but "dislike" writing. Discovering writing as an enjoyable form of communicating can be an important step in discovering writing as an effective, informative way to communicate, as in essay writing.

Students who choose option (3) will be introduced to the structure expected when writing essays (an introduction, body, and conclusion) and specific methods to achieve that structure in their writing.

GRAMMAR SKILLS

Students work independently at one of three various skill levels to learn to recognize (1) verbs and subjects, (2) correct capitalization and punctuation, and (3) correct grammar and usage in order to identify complete and correct sentences. Much of the instruction in this area is computer-based.



READING WILL TAKE YOU ANYPLACE YOU WANT TO GO......................

Mari John
February 1, 1996

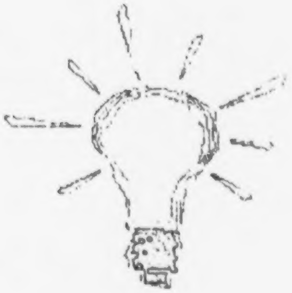
DEAR READING STUDENT,

WELCOME TO A GREAT OPPORTUNITY! WITH A LITTLE HARD WORK AND A LOT OF MOTIVATION, YOU CAN BEGIN A JOURNEY INTO THE WORLD OF KNOWLEDGE. THROUGH READING, YOU CAN LEARN MORE ABOUT YOURSELF, YOUR COMMUNITY, AND THE WORLD.

I HAVE DEVELOPED A SERIES OF LESSONS THAT YOU CAN WORK THROUGH AT YOUR OWN SPEED. YOU ARE NOT COMPETING WITH ANYONE ELSE. THE MORE YOU ATTEND, THE FASTER YOU WILL MAKE PROGRESS. IT MAY NOT BE NECESSARY FOR YOU TO COMPLETE ALL OF THE LESSONS. BUT I WILL WORK CLOSELY WITH YOU TO DETERMINE WHICH ONES WILL BE OF HELP TO YOU. AS YOU COMPLETE A LESSON, CHECK IT OFF OR WRITE DOWN A SCORE IF YOU ARE GIVEN ONE.

IN ADDITION TO THE LESSONS, I WILL SOMETIMES BE PRESENTING TOPICS TO THE ENTIRE CLASS. FEEL FREE TO OFFER COMMENTS AT ANY TIME TO IMPROVE THE READING LESSONS.

LET'S GET TO
WORK...



SYLLABUS — CRITICAL READING SKILLS

OBJECTIVES:

— STUDENT WILL DEFINE "WORD"

— STUDENT WILL PRACTICE READING AND WRITING EXERCISES WITH BOTH AN ACADEMIC AND LIFESKILLS EMPHASIS

— STUDENT WILL DEFINE AND BECOME PROFICIENT IN RECOGNIZING A PREDETERMINED SET OF PREFIXES, SUFFIXES, AND ROOT WORDS

— STUDENT WILL DEFINE, LEARN AND PRACTICE THE CLOZE METHOD

— STUDENT WILL BE INTRODUCED TO, PRACTICE, AND BECOME PROFICIENT IN THE FOLLOWING READING COMPREHENSION SKILLS: *main idea, details, sequence, inference, cause and effect, fact v. opinion, using context clues, author's viewpoint, author's purpose, drawing conclusions, making judgments and predictions*

— STUDENT WILL BE INTRODUCED TO, PRACTICE AND BECOME PROFICIENT IN THE FOLLOWING LIFESKILLS: *following directions, looking up and obtaining information, filling out forms and applications, understanding financial and legal documents, problem-solving, and decision making*

— STUDENT WILL PRACTICE SELECTED READING COMPUTER PROGRAMS

ASSESSMENT OPTIONS:

OFFICIAL PRACTICE TEST
KANSAS COMPETENCY SYSTEM (CASAS—PRE/POST TESTS)
BENCHMARK QUIZZED FOR KCS
ADULT BASIC LEARNING EXAM (ABLE)
TEXTBOOK PRE/POST TESTS

****

INSTRUCTIONAL PROGRAM

FIRST CLASS

1. ABLE TESTING OF VOCABULARY
2. SCORING OF TEST
3. DISCUSS RESULTS OF TEST WITH STUDENT

ALL REMAINING CLASS PERIODS WILL BE A COMBINATION OF INDEPENDENT/ TEACHER-ASSISTED WORK AND/OR TEACHER PRESENTATION AND CLASS PRACTICE

VOCABULARY

IMPROVING YOUR VOCABULARY
    Lessons 1-3 %
APPLE COMPUTER—BLS 300
    Vocabulary Disk 1 %
    Vocabulary Disk 2 %
IMPROVING YOUR VOCABULARY
    Lessons 4-6
APPLE COMPUTER—BLS 300
    Structural Analysis Disk 1 %
    Structural Analysis Disk 2 %
IMPROVING YOUR VOCABULARY
    Lessons 7-11 %
    PREFIX PROGRESS TEST %
APPLE COMPUTER—BLS 400
    Vocabulary Disk 1 %
    Vocabulary Disk 2 %
IMPROVING YOUR VOCABULARY
    Lessons 12-18
    SUFFIX PROGRESS TEST %
IMPROVING YOUR VOCABULARY
    Lessons 19-22
APPLE COMPUTER—BLS 300
    Interpretations I Disk 1 %
    Interpretations I Disk 2 %
    Interpretations I Disk 3 %
IMPROVING YOUR VOCABULARY
    Lessons 24-27 %
APPLE COMPUTER—BLS 300
    Interpretations II Disk 1 %
    Interpretations II Disk 2 %
    Interpretations II Disk 3 %

IMPROVING YOUR VOCABULARY

Lessons 28-32 %

APPLE COMPUTER—BLS 400

Interpretations I Disk 1 %
Interpretations I Disk 2 %
Interpretations I Disk 3 %
FINAL PROGRESS TEST %

****

LIFE SKILL—FOLLOWING DIRECTIONS

REAL LIFE READING SKILLS

Ch. 1 %
Ch. 2 %

Selected Handouts:

% %
% %
% %

APPLE COMPUTER—BLS 300

Following Directions Disk 1 %
Following Directions Disk 2 %

READING FOR A JOB AND PERSONAL USE

Unit 6

APPLE COMPUTER—BLS 400

Following Directions Disk 1 %
Following Directions Disk 2 %

CASAS BENCHMARKS:

1.1 % 1.2 % 1.3 % 1.5 % 1.7 %
1.8 % 1.10 % 1.11 % 1.12 %

LIFESKILL—LOOKING UP AND OBTAINING INFORMATION

LIFE SKILLS READING

Unit 3

APPLE COMPUTER—BLS 300

Reference Disk 1 %
Reference Disk 2 %

Selected Handouts:

% %
% %

APPLE COMPUTER—BLS 400

Reference Disk 1 %
Reference Disk 2 %

READING FOR JOB AND PERSONAL USE
Unit 7, Ch. 9, 11 & 13
REAL LIFE SKILLS
Ch. 4
SKILLS FOR SUCCESS
Lesson 19
Selected Handouts:
% %
% %
% %
% %

CASAS BENCHMARKS: 2.0 % 2.1 % 2.2 % 2.3 %
2.4 % 2.5 % 2.6 % 2.7 % 2.8 % 2.9 %

****

CLOZE CONNECTIONS
Selected lessons from books G-L
Cloze procedure **QUIZ** %
FINAL PROGRESS TEST %

COMPREHENSION SKILLS

CRITICAL READING FOR PROFICIENCY
Book 1%
Book 2%
Book 3%
IBM READING FOR INFORMATION
II %
III %
IV %

****

Optional/supplemental:
SPECIFIC SKILL SERIES
Selected comprehension skills
%
%
CRITICAL READING IN THE CONTENT AREAS
%
READING BETWEEN THE LINES
%

GED SKILL—LITERATURE AND THE ARTS

CAMBRIDGE PRE-GED READING

Pretest %

Posttest %

READING FOR INFORMATION

II %

III %

IV %

****

Optional/supplemental:

SCOTT FORESMAN PRE-GED READING IN LIFE AND LITERATURE

Pretest %

Posttest %

READING BETWEEN THE LINES

%

APPLE INTELLECTUAL SOFTWARE GED LITERATURE DISKS

%

%

%

GED SKILL—SOCIAL STUDIES

CONTEMPORARY PRE-GED SOCIAL STUDIES

Pretest %

Posttest %

APPLE CCP SOCIAL STUDIES DISKS

%

%

%

%

%

Optional:

SCOTT-FORESMAN PRE-GED READING IN SOCIAL STUDIES AND SCIENCE

SOCIAL STUDIES

Pretest %

Posttest %

CONTEMPORARY GED SOCIAL STUDIES

Pretest %

Posttest %

APPLE GED SOCIAL STUDIES DISKS

%

%

%

%

%

LIFESKILL—FILLING OUT FORMS AND APPLICATIONS

REAL LIFE READING SKILLS

Ch. 3 %

REAL LIFE EMPLOYMENT SKILLS

Unit 1 %

Selected handouts:

%

%

CASAS BENCHMARKS:

EMPLOYMENT APPLICATION—MASTERED

I-9 FORM—MASTERED

W-4 FORM—MASTERED

GED SKILL—SCIENCE

CONTEMPORARY'S PRE-GED SCIENCE

Pretest %

Posttest %

CONTEMPORARY'S GED SCIENCE

Pretest %

Posttest %

APPLE INTELLECTUAL SOFTWARE SCIENCE DISKS

%

%

%

%

LIFESKILL—UNDERSTANDING FINANCIAL DOCUMENTS

Selected handout from SURVIVAL READING...CAUTION: FINE PRINT

%

%

CONTEMPORARY'S GED LITERATURE & ARTS

Pretest %

Posttest %

APPLE INTELLECTUAL SOFTWARE GED DISKS

%

%

%

LIFE SKILL-PROBLEM SOLVING

PROBLEM SOLVING AND DECISION MAKING

Unit 2 & 3

****

****

FINAL PROGRESS TEST—OFFICIAL PRACTICE TEST

WRITING SOCIAL STUDIES SCIENCE

LITERATURE AND ARTS MATH **TOTAL GED SCORE**

SYLLABUS

SOLVING MATH WORD PROBLEMS

NANCY MESCHKE

February 1, 1996
Revised Copy

KEY WORDS

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
sum	less than	multiplied	divided
plus	more than	times	split
add	decrease	total	each
and	difference	of	cut
increase	lost	per	out of
more	nearer	as much	average
raise	left	twice	every
both	remain	by	ratio
combined	fell	volume	equal pieces
in all	dropped		
altogether	change		
additional			
extra			

THE FIVE-STEP APPROACH TO SOLVING WORD PROBLEMS

STEP 1. Find the question - what is being asked for?

STEP 2. Decide what information you need to answer the question.

STEP 3. Decide what arithmetic operation to use (addition, subtraction, multiplication, or division).

STEP 4. Do the arithmetic carefully and check your work.

STEP 5. Make sure that you answered the question asked and that your answer makes sense.

(p.21 Contemporary's GED Mathematics)

ORDER OF OPERATIONS

Please **E**xcuse **M**y **D**ear **A**unt **S**ally.

1. Parentheses
2. Exponents
3. Multiplication
4. Division
5. Addition
6. Subtraction

PROPERTIES OF NUMBERS

THE COMMUTATIVE PROPERTY

ADDITION $a + b = b + a$

MULTIPLICATION $a \times b = b \times a$ or $ab = ba$

THE ASSOCIATIVE PROPERTY

APPLIES TO BOTH ADDITION AND SUBTRACTION

$a(b + c) = ab + ac$

$a(b - c) = ab - ac$

DECIMALS are parts of a whole that are expressed in tenths or multiples of tenths.

FRACTIONS

3 The *numerator* tells how many parts of the whole you have.
4 The *denominator* tells how many equal parts the whole is divided into.

A *mixed number* is a whole number and a fraction.

A *proper fraction* is a fraction in which the numerator is smaller than the denominator.

An *improper fraction* is a fraction in which the numerator is as large as or larger than the denominator.

PERCENT

Percent always refers to a whole that is divided into 100 equal parts. Percent is written as the number of hundredths followed by the percent sign %.

SOLVING MATH WORD PROBLEMS SYLLABUS

OBJECTIVES:

Students will be able to:

1. use the five-step approach to solving word problems.
2. recognize key words and decide which computation is required.
3. recall the order of operations and use it to solve problems.
4. recognize and use the properties of numbers (commutative, associative, and distributive).
5. use the four basic operations to solve word problems (add, subtract, multiply, and divide).
6. solve word problems with fractions, decimals, and percents.

PRE-GED students will also be able to:

1. use approximation in problem solving.
2. solve problems using the simple interest formula (I = PRT)
3. use data analysis to solve mean, median, and ratio problems.
4. read and interpret table sand graphs.
5. determine the probability of an event.

GED students will also be able to:

1. write and solve an equation for algebra word problems.
2. use the formula page to solve geometry word problems.

MATH BOOKS

BASIC SKILLS

1. Contemporary's Building Basic Skills in Mathematics (1988)
2. Contemporary's Number Power 6 (1991)

PRE-GED

1. Contemporary's Mathematics and Problem Solving Skills Book 1 (1987)
2. Contemporary's Mathematics and Problem Solving Skills Book 2 (1987)

GED

1. Contemporary's GED Mathematics (1994)
2. Steck-Vaughn Practical Math Word Problems (1985)

BASIC SKILLS

This page identifies a sequence of curricular topics that would be presented in classes. The topic also includes materials that might be used.

TOPIC

1. INTRODUCE THE FIVE-STEP APPROACH TO SOLVING MATH WORD PROBLEMS
    - GED Math pg. 21-28 Steps 1,2,3
2. GED Math pg. 29-30 Steps 4,5
3. ROUNDING AND ESTIMATING, PROBLEMS OF TWO OR MORE PARTS
    - GED Math pg. 30-39
4. PROPERTIES OF NUMBERS, ORDER OF OPERATIONS
    - GED Math pg. 44-47
5. SET-UP QUESTIONS
    - GED Math pg. 48-51
6. ADDING WHOLE NUMBERS
    - BBS pg. 30-31 #28-35; NP 6 pg. 17
7. SUBTRACTING WHOLE NUMBERS
    - BBS pg. 39-40 #35-43; NP 6 pg. 19-20 #1-10
8. MULTIPLYING WHOLE NUMBERS
    - BBS pg. 49-50 #31-39; NP 6 pg. 57
9. DIVIDING WHOLE NUMBERS
    - BBS pg. 60-61, 63-64 #23-30; NP 6 pg. 59
10. WHOLE NUMBERS REVIEW
    - NP 6 pg. 34-35 #1-14, pg. 64 #1-6
11. ADDITION AND SUBTRACTION OF FRACTIONS
    - BBS pg. 96, 102-103; NP 6 pg. 51
12. MULTIPLICATION AND DIVISION OF FRACTIONS
    - BBS pg. 107-108, 111-112; NP 6 pg. 78
13. ADDITION AND SUBTRACTION OF DECIMALS
    - BBS pg. 137,139; NP 6 pg. 46-47
14. MULTIPLICATION AND DIVISION OF DECIMALS
    - BBS pg. 144, 149-150; NP 6 pg. 71-72
15. PERCENTS
    - BBS pg. 173-176, 182-185

PRE-GED

These pages identify a sequence of curricular topics that would be presented in classes. The topic also includes materials that might be used.

TOPIC

1. INTRODUCE THE FIVE-STEP APPROACH TO SOLVING MATH WORD PROBLEMS
   - GED Math pg. 21-28 Steps 1,2,3
2. GED Math pg. 29-30 Steps 4,5
3. ROUNDING AND ESTIMATING, PROBLEMS OF TWO OR MORE PARTS
   - GED Math pg. 30-39
4. PROPERTIES OF NUMBERS, ORDER OF OPERATIONS
   - GED Math pg. 44-47
5. SET-UP QUESTIONS
   - GED Math pg. 48-51
6. ADDING WHOLE NUMBERS
   - Book 1 PG. 30-31 #2-15, PG. 40-141 #1-14
7. SUBTRACTING WHOLE NUMBERS
   - Book 1 pg. 51-55, 65-69, 71
8. MULTIPLYING WHOLE NUMBERS
   - Book 1 pg. 83, 94-97, 99
9. DIVIDING WHOLE NUMBERS
   - Book 1 pg. 113-115 #1-12, 125-131, 133
10. WHOLE NUMBERS REVIEW
    - Book 1 pg. 136-139 #1-17
11. ADDITION AND SUBTRACTION OF FRACTIONS
    - Book 2 pg. 80-81, 90-91
12. MULTIPLICATION AND DIVISION OF FRACTIONS
    - Book 2 pg. 100-103
13. ADDITION AND SUBTRACTION OF DECIMALS
    - Book 2 PG. 46-47
14. MULTIPLICATION AND DIVISION OF DECIMALS
    - Book 2 pg. 58-59, 60-63
15. PERCENTS
    - Book 2 pg. 131, 133-135, 137-140
16. APPROXIMATIONS - NOT ENOUGH INFORMATION
    - Book 2 pg. 145-148
17. INTEREST
    - Book 2 pg. 153-158

PRE-GED (cont.)

TOPIC

18. DATA ANALYSIS - MEAN, MEDIAN, RATIO
    - Book 2 pg. 159-161
19. TABLES AND GRAPHS
    - Book 2 pg. 162-171
20. PROBABILITY
    - Book 2 pg. 172-177

GED

These pages identify a sequence of curricular topics that would be presented in classes. The topic also includes materials that might be used.

TOPIC

1. INTRODUCE THE FIVE-STEP APPROACH TO SOLVING MATH WORD PROBLEMS
    - GED Math pg. 21-28 Steps 1,2,3
2. GED Math pg. 29-30 Steps 4,5
3. ROUNDING AND ESTIMATING, PROBLEMS OF TWO OR MORE PARTS
    - GED Math pg. 30-39
4. PROPERTIES OF NUMBERS, ORDER OF OPERATIONS
    - GED Math pg. 44-47
5. SET-UP QUESTIONS
    - GED Math pg. 48-51
6. ADDING WHOLE NUMBERS
    - PMWP pg. 7-8 #1-13
7. SUBTRACTING WHOLE NUMBERS
    - PMWP pg. 11-12 #1-17
8. MULTIPLYING WHOLE NUMBERS
    - PMWP pg. 17-18 #1-17
9. DIVIDING WHOLE NUMBERS
    - PWMP pg. 21
10. WHOLE NUMBERS REVIEW
    - PWMP pg. 15-16, GED Math pg. 19
11. ADDITION AND SUBTRACTION OF FRACTIONS
    - GED Math pg. 98-99, PMWP pg. 39
12. MULTIPLICATION AND DIVISION OF FRACTIONS
    - GED Math pg. 109-110, PMWP pg. 44-45

GED (cont.)

TOPIC

13. ADDITION AND SUBTRACTION OF DECIMALS
    - GED Math pg. 62-63, PMWP pg. 15-16
14. MULTIPLICATION AND DIVISION OF DECIMALS
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15. PERCENTS
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16. APPROXIMATION - NOT ENOUGH INFORMATION
    - GED Math pg. 159-163
17. INTEREST
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18. DATA ANALYSIS - MEAN, MEDIAN, RATIO
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19. TABLES AND GRAPHS
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23. SOLVING LONGER EQUATIONS
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    - pg. 279-289
32. INEQUALITIES AND FACTORING
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33. USING ALGEBRA TO SOLVE GEOMETRY WORD PROBLEMS
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34. RECTANGULAR COORDINATES
    - pg. 300-309
35. QUADRATIC EQUATIONS AND SCIENTIFIC NOTATION
    - pg. 309-313
36. MATHEMATICS POSTTEST
    - pg. 315-322
37. REVIEW PROBLEM AREAS
38. MATH OPT OR GED

AVAILABLE COMPUTER DISKS

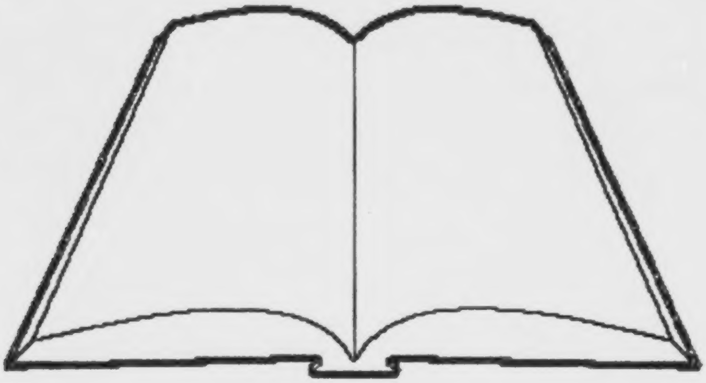
1. Amedon Publications, Story Problems - Mixed Operations (multi-step)
2. CCP Solving Word Problems I, Apple-132 (one-step)
3. CCP Solving Word Problems II, Apple-133 (multi-step)
4. Educational Activities, Read and Solve Math Problems Lessons 1-5 (one-step) for grades 4-5, remedially grades 7-12
5. EA, Read and Solve Math Problems Lessons 6-10
6. EA, Read and Solve Math Problems #2, Lessons 104 (two-step)
7. EA, Read and Solve Math Problems #2, Lessons 5-8
8. Queue Mathematics Test 5, Disks 5-8

VIDEOS

KENTUCKY EDUCATIONAL TELEVISION SERIES, GED MATH VIDEOS 1-15 and WORKBOOK

SUPPLEMENTAL BOOKS

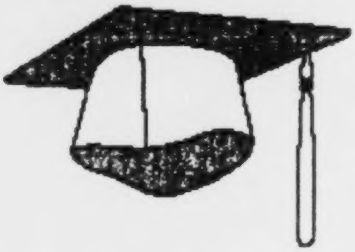
1. **Contemporary's Critical Thinking With Math, Reasoning and Problem Solving** (1989)
2. **Contemporary's The GED Math Problem Solver** (1992)
3. **Educational Design, Strategies for Solving Math Word Problems** (1988)



APPLIED MATH

CASAS COMPETENCIES

Nancy Meschke
February 1, 1996



APPLIED MATH

6.0 SKILL DOMAIN: COMPUTATIONS

6.1 Adding Whole Numbers

NP 1 p.15-17; Inventory p.4-5; 18-19
worksheets
Math Stories

6.2 Subtracting Whole Numbers

NP 1 p.37-40; Inventory p.20-21, 41-42
worksheets
Math Stories

6.3 Multiplying Whole Numbers

NP 1 p.60-65; inventory p.43-44, 66-67
worksheets
Math Stories

6.4 Dividing Whole Numbers

NP 1 p.91-98; Inventory p.68-70, 99-101
worksheets
Math Stories

6.1-6.4

NP 1 Review Test p.102-104

6.5 Add Common Fractions

NP 2 p.20
Math Stories FDP

6.6 Subtract Common Fractions

NP 2 p.27
Math Stories FDP

6.5-6.6

Math for the Real World Book 2 p.91

6.7 Multiply Common Fractions

NP 2 .33
Math Stories FDP

6.7-6.8

Math for the Real World Book 2 p.111

6.5-6.8

NP 2 Final Fraction Skills Inventory p.43-45

6.9 Add Decimals
NP 2 p.56
Math Stories FDP

6.10 Subtract Decimals
NP 2 p.58
Math Stories FDP

6.19-6.10
Math for the Real World Book 2 p.21-22

6.11 Multiply Decimals
NP 2 p.63
Math Stories FDP

6.12 Divide Decimals
NP 2 p.69
Math Stories FDP

6.11-6.12
Math for the Real World Book 2 p.43-44

7.0 SKILL DOMAIN: ESTIMATES

7.1 Averages
NP 1 p.1250127
Math Master 1 p.106-107

7.2 Make Approximations by Rounding Numbers
NP 2 p.115-117
Math Master 1 p.25-26, 148-149, 168-169
worksheets

7.3 Find Ratios
worksheets

8.0 SKILL DOMAIN: CONCEPTS

8.1 Convert Fractions to Decimals and Decimals to Fractions
NP 2 p.126-127
worksheets

8.2 Convert Percents to Decimals and Decimals to Percents
NP 1 p.134-135
NP 2 p.118-123
Math for the Real World Book 2 p.118-119

8.4 Plotting and Interpreting Graphs

Line Graphs
Math Skills by Objectives Book 2 p.5-8
Working with Numbers - Consumer Math p.71
Math for the Real World Book 1 p.108-109

Bar Graphs
Math Skills by Objectives Book 2 p.8-12
Working with Numbers - Consumer Math p.70
Math Master 1 p.34-36, 56-57, 86-87, 139-140
Math for the Real World Book 1 p.57-59
Math for Daily Decisions p.16-17

Circle Graphs
Math Skills by Objectives Book 2 p.12-17
Working with Numbers - Consumer Math p.72
Math Master 2 p.83-84, 136-137, 178-179
Math for the Real World Book 2 p.88-89

Picture Graphs and Tables
Math Skills by Objectives Book 2 p.18-28

9.0 SKILLS DOMAIN: MEASUREMENTS

9.1 DEMONSTRATE KNOWLEDGE OF THE METRIC SYSTEM

Essential Mathematics for Life (Measurement) p.104-105
worksheets

9.2 Change Units of Measure

Essential Mathematics for Life (Measurement) p.106-11, 119

9.3 Using Measuring Instruments - Thermometers

Math Skills That Work 2 p.48-49,153
Essential Mathematics for Life (Measurement) p.118

9.4 Recognize Simple Plane Geometric Figures

worksheet - circles, squares, rectangles, triangles

9.5 Recognize Common Solid Geometric Figures

worksheet - cubes, cones, cylinders, pyramids, spheres

9.6 Find Perimeters

Essential Mathematics for Life (geometry) p.74-76
NP 1 p.133

9.7 Find Area
Essential Mathematics for Life (geometry) p.78-80
NP 1 p.114-116

10.0 MATH COMPUTATIONS FOR EMPLOYMENT

10.1-10.3 Time
NP 1 p.136-137
Working with Numbers-Consumer Math p.113
worksheets

10.5 Balancing Bank Statements
Continental Press-Basic Life Skills-Business
Section IV, Folders 16-20
worksheets

10.6 Verifying the Accuracy of Paycheck Stubs
NP 1 p.128-129
Math Skills that Work Book 2 p.55
Essential Mathematics for Life (Whole Numbers) p.89
worksheets

10.8 Allocating Money
Working with Numbers-Consumer Math p.76-77
Math Matters for Adults DP p.97-98
Essential Mathematics for Life (Whole Numbers) p.123, 146
worksheets

10.10 Making Change
NP 1 p.119, 122-123
Math Solutions-Whole Numbers and Money T.G. p.59, 71
Essential Mathematics for Life (Whole Numbers) p.31, 34
Math Skills that Work Book 1 p.82-85
worksheets

10.11 Calculating Mileage
Working with Numbers-Consumer Math p.104-105
Essential Mathematics for Life (Whole Numbers) p.56
Math Skills that Work Book 1 p.159
worksheets

10.13 Determining Weight and Measure
Essential Mathematics for Life PGM p.117
worksheets

10.14 Reading and Interpreting Tables and Charts
Math Skills that Work Book 2 p.169, 171, 173, 175-177

Appendix D

Adult Education Learning Strategy Modifications

Introduction

Many of the SIM learning strategies have been developed and researched with adolescents and young adults from a variety of educational settings. Still, the AEC staff found slight modifications to some teaching procedures and strategy activities were necessary for adult learners.

Teaching procedure modifications have been made to make the SIM teaching process more compatible with the study habits of most ABE/GED learners, as well as with the daily routine at the adult education program.

Strategy activity modifications have been made to both specific steps in some strategies and activities provided to practice the strategies. These modifications have been made to make the strategies more relevant to adult ABE/GED learners.

The Modification Process

Most of the learning strategy modifications developed by the staff should be directly applicable to other adult education settings. Still, because the process of developing and researching strategy modifications may be useful to adult education program staff who wish to make their own modifications, the process we followed is outlined below.

1. **Identify skills for which your learners need to learn strategies.**

Carefully consider what the important learning goals are for learners in your program. We brainstormed about skills that (a) learners most reported wanting to develop, (b) were essential basic literacy skills, and (c) were necessary for success on the GED, some other exam, or to meet a short-term goal. From such brainstorming you can develop a prioritized list of skills for which learning strategies should be taught.

This first step is important because teaching staff will need to know for which strategies they should seek training.

2. Become trained in the strategy.

Before modifying a specific learning strategy or the SIM strategy teaching process, you should first be familiar with the strategy and its procedures as they were developed. Unlike many teaching interventions, the SIM strategies have all been developed and validated through research. Thus, considerable evidence exists that they actually work. Modifications change the strategy and teaching process from what has been found to be effective. Staff who are trained in SIM procedures have a better understanding of what modifications may or may not be appropriate.

3. Critically evaluate the content of the strategy.

Some modifications to individual strategies may be based on the learning goals of adults in general and the context of individual adult education programs. Other modifications are appropriate for the individual learners to whom you intend to teach the strategy.

Consider the routine of your adult education center and whether or not the Strategies Instruction Model (SIM) is an appropriate match. (Be prepared for the possibility that you may discover it is the routine of the adult education center that needs modification.) Factors to consider include:

- whether multiple learners can learn the strategy together at the same time;
- if scheduling allows for daily instruction;
- if the setting is conducive to learners practicing the strategy;
- who is able to provide instructional support in terms of preparing lessons and providing immediate and individual feedback; and
- whether your center has the necessary equipment for effective instruction (e.g., tape recorders, overhead projector, photocopier, individual work stations).

Personal factors about some of your learners may influence the modifications that need to be made. For example, many of the SIM strategies are recommended for learners functioning at specific minimum academic levels (e.g., at least a fourth grade level of skills); in some instances, trained strategy teachers can determine how to modify a strategy for learners functioning below that level. Some learners' routines and study habits, and educational disabilities, may dictate changes in the strategy or teaching, as well. Factors to consider include whether the learner:

- has an interest in learning the strategy,
- functions at the minimum suggested skill level for learning the strategy,
- will attend strategy lessons on a consistent basis,
- learns well alone or in the company of others, and
- can comprehend the vocabulary and procedures involved in learning the strategy (they may have to be broken down).

4. Critically evaluate the strategy teaching process.

While staff may arrive at some general modifications to the SIM teaching process (we did), such modifications are best developed with a specific strategy in mind.

In addition to how you critically evaluate the content of the strategy, evaluate how you teach. Ask yourself if you understand and agree with the teaching practices required to teach the strategy. If you disagree, identify what you would prefer to do and ask an objective colleague to help you evaluate if your preferences are consistent with the rest of the SIM approach. Also consider your daily teaching routine. Think about whether or not your routine will allow you to follow the procedures recommended for effective strategy teaching. If you cannot fit the strategy teaching routine into your teaching, then you may need to consider alternative interventions, because SIM strategies have not been tested and found effective when steps of the teaching process are omitted. (Note: the SIM teaching process can be effectively consolidated and steps modified, but to leave out a step altogether is not recommended.)

5. Write out modifications to be tried.

As both a good self-check and teaching preparation, modifications to procedures should be written out. A good idea is to write them directly into the teaching manual that you will receive as part of the strategies training process. Also, if you intend to modify teaching materials such as overheads, it is a good idea to make all modifications before you teach the first strategy lesson.

6. Try out the modifications (and be prepared to modify them).

When you teach using modifications in strategies instruction, go slowly. Begin with as few modifications as you can. In this way, you can incrementally determine just how much of the strategy and teaching process to change. The fewer changes you make, the more likely it is that the strategy will be as effective as research has shown it to be.

As you make modifications, keep a record of what changes you make and what effects they have. Be a teacher-researcher. Ask yourself if the modifications are working as planned, are they helpful modifications, are they necessary, and do they seem to be making the desired difference. In some instances, you won't immediately know if your modifications are appropriate; you will often be able to tell if they are detrimental.

Be flexible and recognize that just because you came up with a good idea does not always mean that it will work as desired. Give modifications a chance to work, but also be willing to go back to the drawing board or accept that the strategy as originally designed is more appropriate.

Modifications to the Strategies

We made some modifications to the SIM teaching process in general and other modifications specific to the procedures and teaching processes of individual strategies.

1. General changes to the SIM process.

Collapse strategy steps. We found that many of our learners had difficulty attending the Center regularly enough to learn and practice all but the shortest of the strategies (on average, strategies require 4-6 weeks of daily lessons).

To collapse strategy steps, we often combined the Describe and the Model lesson activities, taking care that we completed the major activities of each.

We moved on from the Verbal Practice lesson when learners "approached" mastery, if it was taking a long time for them to memorize the mnemonic device. These learners were able to further practice naming the steps during Controlled Practice lessons. (Mastery of naming the steps by the end of the Controlled Practice lessons is critical.)

Some learners who did quite well at the Controlled Practice level nonetheless had difficulty consistently demonstrating mastery. We allowed these learners to progress to Advanced Practice if we were confident they were successful at controlled practice. (Note: for some learners, we raised the difficulty level of materials they used for practice as they worked their way into Advanced Practice, so that the move to the new level was not a defeating experience.)

Peer-assisted practice. SIM practice procedures allow for a lot of flexibility in how learners practice a strategy. We encouraged learners to guide one another in their strategy performance. Many of the learners enjoyed working with others (it helped many of the less-social learners to make friends). Also, working together was a good experience for learners as they took on multiple learning roles and gave and received feedback.

2. Changes to specific strategies.

Paraphrasing Strategy. To give learners more explicit guidance in identifying main ideas and details, we modified Cue Card no. 2. We made the language of the cue card more explicit by using the words "topic" and "main idea" in the model prompt questions.

We also developed a second Cue Card, no. 2a. Modeled after Cue Card no. 2, this one is used by the learner to identify important details associated with each main idea.

Paragraph Writing Strategy. The authors of the Paragraph Writing Strategy recommend against teaching the strategy without first teaching the Sentence Writing Strategy. Based on an evaluation of our learners' needs, we identified the sentence writing skills they would learn with the strategy as less essential than other skills we needed to teach them. Thus, recognizing that without the Sentence Writing Strategy learners might have difficulty mastering the Paragraph Writing Strategy, we tried to teach paragraph writing on its own. We found that the quality and variety of sentence types were indeed poor for most learners' paragraphs and short essays, but nonetheless adequate to allow them to write successful passages.

As a consequence of not using the Sentence Writing Strategy, all references to the PENS steps have been deleted. References to sentence types have also been deleted, except those concerning *topic*, *detail*, and *clincher sentences*.

Steps of the strategy were modified as well. These modifications are best described and discussed in the training session when the instructor is taught the strategy. The gist of the modifications was to collapse some of the activities into fewer instructional sessions. Learners practicing with controlled materials is critical to learning Paragraph Writing.

Specific cue cards were also changed. Cue Card no. 6 was modified to indicate that topic sentences don't just indicate the main idea but actually present it. In the same spirit, the modified Cue Card also indicates that the topic sentence may name the specific details to be covered. The example Topic Sentences Cue Card was altered to include examples more interesting to adults and to be consistent with the sentence types we feature in our version of the strategy.

To simplify the strategy, we did not teach about the different types of sentences (i.e., general, cueing, and specific), but rather indicated a generic sentence type for topic and clincher sentences. Accordingly, cue cards for these varying sentence types were consolidated. Also, the cards providing examples sentences for each type of clincher sentence were consolidated onto a single card. In this process, certain cue cards were deleted from the repertoire.

The Idea Diagram was also altered to include a space for learners to jot down their ideas generated during brainstorming activities. Also, the terminology for parts of an essay/paragraph was made consistent with what we taught. We also developed a modified Paragraph Checklist to be consistent with changes made to strategy steps and procedures.

Test-Taking Strategy

We made several changes to steps of the strategy, to make it consistent with procedures for taking the GED exam. As a result, a number of the Cue Cards and the Verbal Rehearsal Checklist had to be modified to reflect the changes.

The Prepare to Succeed step was changed because learners cannot make any stray marks on GED test forms. Thus, learners learn to write "PIRATES" on the top of scrap paper. We also simplified the second part of this step by having learners simply "assign time." (Note: we also developed a time chart for the exam, so that learners don't have to calculate how many items to complete within an allotted time segment.) Also, the RUN substrategy has been simplified on Cue Card no. 3 because learners taking the GED always have to answer on the official answer sheet.

In the R step of PIRATES, *remembering* has been changed to *reviewing*, because the information the learner needs to answer a test item can be found in the test item, or the formula section of the math exam booklet.

To clarify the Answer or Abandon step, we have learners "answer all questions" and make "note" of any they are not sure how to answer.

Self-Advocacy Strategy

While positive social skills is an area on which some of our learners need to work, we do not include the SHARE Behaviors or other social skills instruction when teaching the strategy. To speed learners through the strategy start-up process, we have combined items from the Education Inventory and the Personal Inventory. In addition, we added to the new inventory a space for noting how each stated objective will be met.

A number of the conference model cards were updated to make them more relevant to adults, by changing some of the situations and the roles played.

One member of the Planner's development team took on the project of developing a separate manual for the Revised Self-Advocacy Strategy (John, Mari J. (1998). The Revised Self-Advocacy Strategy for Adult Basic Education. Unpublished master's thesis, University of Kansas: Lawrence, KS.). Her manual provides background rationale for including self-advocacy in the adult education curriculum. The manual provides a script of prescribed activities and copies of materials and blank forms to be used in teaching. Currently the manual is only available through the University of Kansas library system.

General Teaching Procedures

From the Instruction Component: The amount of time individual learners spend in the Instructional Phase of their program depends on several factors, including the instructional options selected, how regularly the learners attend the program, and the rate at which the learners progress toward their goals.

Instructional options are offered in 50-minute time blocks, five days a week. Each instructional option is offered for nine-weeks. Thus, a learner who selects a specific option is expected to participate in it until the current nine-week period is completed. Learners who begin their time at the AEC in the middle of a nine-week session may enter any instructional option without waiting.

Depending on what is being offered in a given nine-week period and the learners' individual learning needs, participation in a specific option may or may not be repeated.

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Test-Taking Component

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Division of Adult Studies

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Test Taking Component

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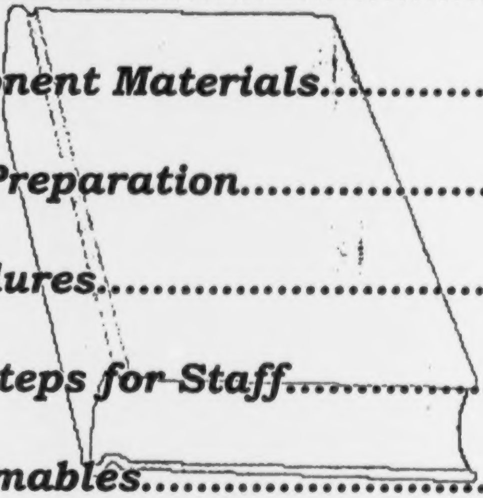
Skills and Strategies



Goals

1. Familiarize adult learners with the GED or other exam and procedures in advance of their taking the exam.
2. Teach learners a strategy for successful test taking (optional).
3. Help potential exam takers determine when they are ready to attempt the exam.
4. Help potential exam takers complete the administrative procedures for taking the GED or other exam.
5. Guide learners to the appropriate next step after taking the exam.

Intended Outcomes

Adult learners will:

1. Be familiar, in advance of taking an exam, with the exam content and what is required for success.
2. Master the *Test Taking Strategy* (optional).
3. Accurately complete all administrative tasks necessary to take the exam.
4. Either (a) pass an exam, or (b) perform at a targeted level.
5. After taking the exam (regardless of the outcome), know what activity to progress to next, and how to do so.

Introduction

When this project started, the adult education programs with whom we worked focused primarily on the GED exams. Completing the GED was the most common goal for participants. Since then, the focus of participants has shifted. While many persons want to complete a GED, they may work toward a competency-based assessment like the Kansas Employment Competency System, a vocational school entrance test, or employment preparation. This shift is important to recognize because the tests have different purposes. This component still has a focus on the GED exams, but now has a broader focus beyond just taking the GED exam and also includes information about learner accommodations, pretesting or practice testing, obtaining scores, testing requirements, costs, and reporting.

After making an initial inquiry, some individuals take the GED or other exam as their first activity at the adult education program. Others enroll in the adult education program and complete the Official Practice Test (OPT) to gauge their readiness. They may also participate in instruction prior to taking the exam.

For those persons whose first activity at the adult education program is to take the GED exam, the center staff will assist them with their exam registration. Others receive academic preparation for the exam in addition to help registering for it, except those persons who determine they are ready for the exam following the Official Practice Test.

Everyone who takes the exam receives their scores from program staff and are provided access to information to help them determine what to do next.

What some do...

Staff members at some centers do not offer learners the option to start with the OPT. They tell the learners who insist on starting with the test to go to the library for a practice test book. Initially these centers only provide the TABE or another test to determine readiness. Under these circumstances, the OPT is less likely to be a defeating experience when it is taken. These centers also do not offer the option of taking the OPT until after individuals have participated in an orientation session. At these sessions, individuals can become informed about the OPT and other options for assistance available at the center. The exception to this practice is when a high school counselor calls and asks the center to administer the OPT for special reasons (e.g., to prevent a student from dropping out).

The issue of beginning options for the learner is a significant challenge to the common belief that learners should chart their own course, that they know what is best for them. Requiring participants to attend an orientation session seems incongruent with the belief that a learner should have choices. Perhaps from a program's perspective, the money generated from a participant attending orientation tips the scale in favor of the policy.

Registration facilitation consists of providing individuals with information about procedures to be followed to register for the exam. Required registration forms are supplied by the center. Information describing the GED or other exam and some hints for successful exam taking are also made available to those who desire them. In addition, individuals' rights and responsibilities related to taking the exam (e.g., investigating accommodations for those with identified disabilities) are outlined during the orientation session or in a handout for those signing up for the exam only. Finally, an examination appointment and instructions for arriving to take the exam are given.

Academic preparation for the GED or other exams begins for most enrollees during the instruction phase of their study. Academic preparation covered during instruction involves primarily learning content and skills/strategies related to assimilation, accommodation, and expression of information. Participants are familiarized with the nature of the GED or other exam and the requirements for passing the exam.

All enrollees have the opportunity to review/learn about the nature of the GED during this Test Taking Component. A videotape and accompanying Infosheets are made available to the learner. These two resources provide an overview of (a) the nature of the GED or other exam, (b) requirements for taking and passing the exam, (c) rights and responsibilities related to taking the exam, and (d) information on how to register for the exam.

Component Materials

Consumables

- GED Infosheet: How Do I Take the GED?
- GED Exam Time Chart
- GED Infosheet: Your GED exam scores: What To Do Next*
- Appointment Card (available in the Consumables section of the Pre-Enrollment Component)

Nonconsumables

- Resource sheet: Legal Rights and Responsibilities
- Petition for accommodations during GED testing**
- Videotape: GED Test Taking Tips (Kentucky Educational Television)
- Example Time Chart: PIRATES
- GED Registration Form

*Mailed out with exam results.
**Provided based on individual disability-related needs of a learner.

Staff Preparation

Staff members need to take time to review the videotape, Infosheets, and other relevant information resources, so that they can discuss them with potential test takers. Similarly, staff should be familiar with the nature of the GED or other exam subtests and exam regulations and scoring. Those who are responsible for teaching the *Test Taking Strategy* (see Instruction Component) need to master the instructional procedures in advance of teaching it.

Prior to the review of exam results with individual learners, the staff person reviews the learner goals, and in the case of enrollees, recent academic performance is also reviewed. When a staff person thinks it likely that activities outside of adult education will be recommended, the appropriateness and availability of such services should be investigated in advance of the meeting.

Procedures

1. Exam Preparation

All potential exam takers are informed of the timeline involved in registering for the exam (e.g., length of time to process forms, advance registration deadlines).

1a Exam takers taking GED or other exam only

See registration procedures in the Orientation Component.

1b All other potential exam takers

Prior to taking the exam, enrollees should meet individually with a staff member during at least one Adult Learning Plan (ALP) meeting where their preparedness to take the exam is reviewed.

All potential exam takers who are enrolled at the Adult Learning Center receive information about the nature of the GED or other exam, including the testing format, requirements for passing, registration procedures and expenses, and learner rights and responsibilities. These individuals also have an opportunity to take an official GED practice exam, so that they may have a simulated exam experience in advance of taking the actual exam. When possible, similar procedures should be followed for other exams.

What we did...

A chart outlining how fast to work on each GED subtest was developed for enrollees who learn the Test Taking Strategy (see Test Taking Materials, Nonconsumables.) This outline may be useful to all GED exam takers. The chart provides an estimate of how many exam items should be completed within certain time intervals. This is to assist the examinees in completing all items in the allotted time. Extra time has been built into the estimates so the examinees may review their work before turning in the exam.

To further prepare potential exam takers for the GED or other exam, encourage them to review the GED or other exam videos and complete the accompanying exercises (e.g. Kentucky Educational Television's *GED Test Taking Tips*). These individuals may also review the GED Infosheets pertaining to the exam.

1c ***Test Taking Strategy*** **(PIRATES) enrollees**
During an ALP meeting, review the individual's learning goals and work performance to determine if the *Test Taking Strategy* is appropriate. Consider whether anxiety and/or inefficiency diminishes how well the learner does on tests such as those you may have given or practice tests for the GED. Make a determination with the learner regarding whether or not they should learn the strategy. Participants who would benefit from learning the strategy should then enroll in the *Test Taking Strategy* class when it is offered. Review the Instruction Component for more information on the *Test Taking Strategy*. Furthermore, an example time chart for PIRATES is available in the "Nonconsumables" section of this Test-Taking Component.

What we did...

Many adult learners may need to take the Test Taking Strategy. These learners should be encouraged to take the 2-3 weeks necessary to complete this strategy even though they will be chomping at the bit to take the test! They should be informed of the long term benefits of this strategy beyond the GED.

2. Exam Registration

See exam registration procedures in the Pre-Enrollment Component.

Many students with disabilities may receive accommodations for taking the standardized tests like the GED or Kansas Competency tests. To qualify for these accommodations, the disability must be documented as well as the need for the accommodation to provide a fair opportunity on the exam. Requesting accommodations is separate from registering for the exam and requires more time to get approval. Staff might review the *Resource Sheet: Legal Rights and Responsibilities* that was used in the Orientation Component to explain how a learner with a documented disability might receive accommodations. If accommodations are requested, the request must be made using the petition provided by the State of Kansas GED Test Service.

3. Exam Taking

Procedures and regulations for administering and taking the GED exam are available from the Kansas Department of Education and the American Council on Education. These guidelines should be closely adhered to, so as to not delay or invalidate the testing.

4. Review Exam Results

All exam takers receive their official testing results by mail. Included with their results is an Infosheet that provides information on how the adult education program can help them if they did not pass as well as options for services they may want to consider regardless of whether they passed or not. The GED Infosheet: *Your GED Exam Scores* also provides information concerning the graduation ceremony for those who pass.

Regardless of whether or not they pass, some exam takers will want to study after having taken the exam. Following receipt of their scores, these individuals may schedule an ALP meeting with a staff member; this meeting can be held before participating in an orientation meeting. A staff person meets with exam takers individually to review official test results. In addition to addressing questions and concerns test takers may identify, this discussion should include a review of subtest and total scores and what they mean for passing the entire exam, reflection on the test taking experience, and considerations of what individuals may reasonably plan to do next based on their test scores and goals.

As with most controlled tests, the individual test items or content cannot be discussed. Revealing the answers or further discussion of individual items would invalidate the test.

Next Steps for Staff

Those exam takers who decide to leave the center after taking their exam should be encouraged to participate in a transition ALP meeting (see Transition Component for details). In those cases when the intention to leave the program is made clear at the postexam ALP meeting, the transition topics are covered there, if time permits. Regardless of whether the exam takers intend to return to the AEC or pursue another option, they should be urged to participate in a transition meeting so that plans for an effective transition can be made.

Consumables

- GED Infosheet: How Do I Take the GED?
- GED Exam Time Chart
- GED Infosheet: Your GED exam scores: What To Do Next

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

GED Infosheet **How do I take the GED?**

The GED exam takes 2 days. You can schedule the GED for day or evening testing sessions. You must first make a reservation.

Make your reservation well before any deadline. You **must** make the reservation at least one day before the exam.

⇒ Reservation hours are ______________________________

____

⇒ Go **in person** to the

____

____

____

⇒ You must bring:

1. Picture ID
   Current Kansas driver's license **or** *Kansas I.D. card*
2. Your social security number
3. Name and address of your last school,
   the last date you attended,
   the last grade you finished
4. $57.00
   You must pay at the time of the reservation.
5. If you are 16 or 17 years old, you will need two forms completed by your school district: (1) the Compulsory Attendance Exemption Form and (2) the Compulsory School Attendance Disclaimer.

How do I get my GED diploma?

When you pass the GED, your diploma is available 6-8 weeks after the test. Diplomas may be picked up at the Adult Learning Center during office hours (____________________). You must show a picture identification to pick up your diploma.

How can I get a transcript?

Graduates may get official GED transcripts from the:

Adult Education Program Consultant
Kansas Board of Regents
700 SW Harrison, Suite 1430
Topeka, KS 66603
(785) 296-7159.

Transcripts cost $5.00 each (cash, certified check, or money order).

What if I have a disability?

If you have disability, you may receive special testing accommodations. First, you have to tell us about your disability and we will plan with you the best ways we can help you with testing or classes. Please bring any reports you have about your disability to help us understand your special needs.

Where can I learn more?

____

____

____

____

GED EXAM TIME CHART

Test

	Writing Skills		Social Studies	Science	Interpreting Literature and the Arts	Math
	Multiple Choice	Essay				
Time:	75 min.	45 min.	85 min.	95 min.	65 min.	90 min.
Questions:	55 ques.	1 ques.	64 ques.	66 ques.	45 ques.	56 ques.
Questions/ minutes	20/20 min.	8 min.- to plan 30 min.-to write 5 min.- to edit	21/25 min.	22/30 min.	15/20 min.	5 min. to review math formulas 17/25 min.

GED Infosheet: Your GED Exam Scores *What To Do Next*

Congratulations, you have passed the GED exam!

Getting your diploma

- A GED diploma will not be mailed to you.
- Ten days after you receive this letter, you may pick-up your diploma at ______________________________ .
- Be sure to bring a photo ID.
- All diplomas should be picked up no later than six months following the date you passed your exam. If you do not pick up your diploma during this time period, your diploma will be destroyed and you will have to request a copy from the Kansas Board of Regents at a cost of $5.00 (no personal checks or credit cards are accepted).

Attending graduation

Each year GED graduates from our area get to participate in a graduation ceremony. All of the GED graduates will be congratulated in a ceremony that their family and friends are invited to attend. Call to find out when the ceremony is and how to be included. Talk to us about participation in this memorable event.

Moving on to your next goal

Getting your GED is great, now on to your next goal!

Our staff would like to meet with you to discuss what you exam results mean. They are also ready to help you think about your plans and help you find ways to carry out those plans. This meeting is free. Please call to make an appointment.

GED Transcripts

Official GED transcripts are available ONLY from the Kansas Board of Regents. Please call (785) 296-7159 for more information on obtaining a transcript.

GED Infosheet:

Your GED Exam Scores: *What To Do Next*

We're sorry, but you did not pass the GED exam.

A total score of 225 and no individual test score below 40 is needed to pass the GED test. **If your writing skill score is not provided, you did not write on the essay topic, or the essay was unreadable or blank.**

Even though you did not pass the entire exam, you may have the minimum required score for one or more subtests. Below are the minimum required scores for each subtest. If your **subtest score** is equal to or higher than the scores indicated, you passed that subtest:

Literature and the Arts - 40
Mathematics - 40
Science - 40
Social Studies - 40
Writing Skills - 40

If you retested the exam

The highest score you received on a test will appear on your results form, even if it is from an earlier test. After 180 days your scores for any subtests become part of your official record.

If you did not take the exam

If you paid the $57.00 and did not complete the exam within 90 days, you will have to complete an application and pay the fee again before taking the exam. (Any tests taken within the 90 day period will be processed.)

Understanding your score

Staff at our center would like to meet with you to discuss what your exam results mean. They are also ready to help you think about what your plans are now and help you find ways to carry out those plans. This meeting is free and we hope it will be very helpful to you. Call to make an appointment.

What to do now

The best way to pass the entire GED exam is to study for the subtests on which you need to improve your score. Our staff is ready to help you.

We offer study classes and can also help you with other plans if you decide you don't want to continue to study for your GED. Please call to make an appointment or for further information.

Nonconsumables

- Example Time Chart: PIRATES

PIRATES

Prepare to succeed
Assign Time
Say affirmations
Start within 2 minutes

GED Test

	Writing Skills		Social Studies	Science	Interpreting Literature and the Arts	Math
	Multiple Choice	Essay				
Time:	75 min.	45 min.	85 min.	95 min.	65 min.	90 min.
Questions:	55 ques.	1 ques.	64 ques.	66 ques.	45 ques.	56 ques.
Questions/ minutes	20/20 min.	8 min.- to plan 30 min.-to write 5 min.- to edit	21/25 min.	22/30 min.	15/20 min.	5 min. to review math formulas 17/25 min.

Appendix

Skills and Strategies

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TEST 1: WRITING SKILLS

a. Writing Skills-I

(Multiple Choice questions)

Skills needed:

Use of verb tense (singular/plural, future/present/past)
Punctuation
Knowledge of syntax (noun, verb, adjective etc.)
Proper sentence structure
Spelling/capitalization
Active/passive voice
Figures of speech

b. Writing Skills-II

(Essay Exam)

Skills needed:

Syntax
Punctuation
Spelling/capitalization
Semantics (word meaning)
Prior knowledge of essay/paragraph structure
Creativity/expression

Possible strategies for writing:

- The Sentence Writing Strategy (write simple/compound/complex sentences)
- The Paragraph Writing Strategy (write basic and complex paragraphs)
- The Error Monitoring Strategy (identify and correct mechanical writing errors)
- The Theme Writing Strategy (compose and execute a creative five-paragraph theme)

TEST 2: SOCIAL STUDIES

Skills needed:

Deduction
Inference/draw conclusions
Paraphrase
Attention to detail
Find opinion
Summarize
Memory (for history and geography)
Visual memory (for geography)
General knowledge of national politics

Possible strategies for Social Studies:

- The Paraphrasing Strategy (paraphrase to improve comprehension and recall)
- The Word Identification Strategy (identify unfamiliar words in the text)
- The Visual Imagery Strategy (visualize settings and actions during reading)
- The Interpreting Visual Aids Strategy (inspect visuals in text for information) Focus on details (pay attention to details and remember them)

TEST 3: SCIENCE

Skills needed:

Analysis
Reasoning
Deduction
Common sense deductions
Inference/draw conclusions
Compare similarities
Attention to detail
Remember formulas (density, mass, volume, speed, distance, etc.)
Carry out simple calculations

Possible strategies for Science:

- Analytical thought processing
- Self-questioning
- Systematic problem solving (step-by-step problem solving (a) identify the question asked (b) what is the information given to answer it (c) calculate or analyze the right answer)
- The Visual Imagery Strategy
- The Paraphrasing Strategy
- The Word Identification Strategy

TEST 4: INTERPRETING LITERATURE AND THE ARTS

Skills needed:

Deduction
Inference/draw conclusions
Paraphrase
Reference to context
Find opinion
Summarize

Possible strategies for Interpreting Literature and The Arts:

- The Paraphrasing Strategy
- The Self-Questioning Strategy
- The Visual Imagery Strategy
- Selection of key information from a given passage
- Memorization of key information from a given passage

TEST 5: MATH

Skills needed:

Reasoning
Analysis
Deduction
Inference/draw conclusions
Interpretation (of graphs, etc.)
Calculations
Memory (multiplication tables, etc.)
Knowledge of basic concepts (addition, subtraction, multiplication, division, fractions, proportions, percentages, equalities/inequalities, averages, geometry, etc.)
Detection of errors
Common sense

Possible strategies for Math:

- Analytical thought processing
- Systematic problem solving (step-by-step problem solving: (a) identify the question asked, (b) what is the information given to answer it, (c) calculate the right answer)
- Arrange given information according to answer needed
- The Visual Imagery Strategy
- Interpreting visuals (especially for graphs)
- Self-questioning

Transition Component

University of Kansas
Center for Research on Learning
Division of Adult Studies

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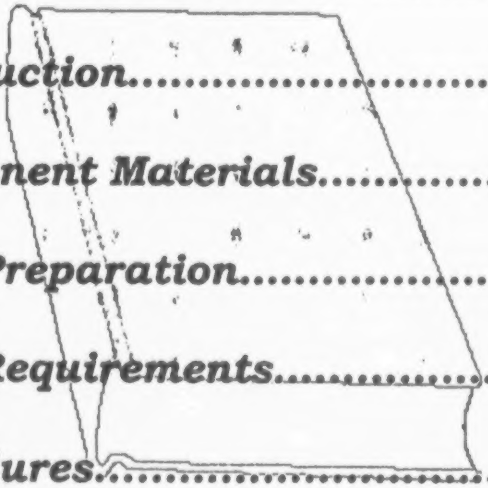
Transition Component



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Goals

A staff person will meet with individual enrollees to:

1. Review enrollee's goal attainment in the adult education program and plan accordingly.
2. Identify reasonable personal goals for the enrollees to work on next.
3. Formulate an action plan for prioritizing and beginning to work on their next goal(s).

Intended Outcomes

Adult learners will:

1. Identify goals they will pursue.
2. Have an action plan that they are (a) committed to and (b) capable of following to achieve the identified goals.

Introduction

Transition planning in this component is the process of identifying personal goals for enrollees beyond the adult education program and developing a feasible plan for working on them. Transition planning is appropriate for all enrollees who stop working on current goals in the adult education program. Enrollees who stop working on their current goals may or may not have achieved those goals. In general their new goals will not be ones they can work on in the adult education program though adult education may continue as a support in help the learner achieve their goals.

Ideally, transition planning takes place shortly before enrollees officially conclude work on their current goals. In this way, a smooth transition to working on future goals is more likely to occur. The goals identified to be worked on are short-range ones that contribute to the enrollees' long-range goals. These goals may be in areas such as education, employment, social well-being, and health. The goals are prioritized so the enrollees work on them one at a time according to their importance. In this way, enrollees are not overwhelmed by working on too many goals at once.

What we did...

As stated, a transition meeting is highly appropriate when an individual nears accomplishment of current goals or is intending to pursue a new goal. However, transition meetings and discussion should not be held only at this point. A review of the Instruction Component will indicate that transition is an ongoing process. As such, the adult learner and instructor should be regularly engaged in reviewing progress and planning. The goal of transition is to help the learner prepare for what comes next. Good preparation cannot be accomplished at the last moment.

The quality of adult education programs varies. To improve services for adult learners, the Indicators of Program Quality were developed. (For a complete listing of these Indicators, consult the appendix of the Introduction Section, pp. 46-49.) For this component these indicators are relevant:

1. The program collaborates with multiple partners to provide quality services to adult learners. (Measure 8.1)

2. The program seeks and responds to input from local stakeholders pertaining to planning for local services. (Measure 8.2)

Component Materials

Consumables

- *Transition Meeting Checklist*
- *Relationship Map worksheet*
- *Envision the Future worksheet*
- *Goal Planning and Obstacles worksheet*
- *Available Resources worksheet*
- *Prioritizing Your Options worksheet*
- *Action Plan worksheet*
- Reminder Postcard

Staff Preparation

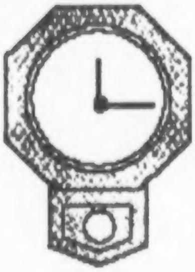
In advance of the meeting, the staff person quickly reviews the enrollee's permanent folder to ensure that the necessary contents are present. When information is missing or incomplete, the staff person can ask the enrollee to update the folder in advance of the transition meeting. The staff person and enrollee can then schedule the transition meeting. The staff person should review the enrollee's goal statement, learning preferences, assessment results, and any related materials before the meeting.

The Transition Meeting Checklist provides a list of ideas important to the meeting as well as some of the materials that may be helpful to the learner.

Staff can collate the several worksheets that are also helpful to the planning process and have them available. Don't forget to have a few extra copies in the event that a page gets spoiled for one reason or another.

Working in pencil might also be helpful. In the course of the discussions and work, you can expect that the learner will change some responses.

Time Requirements



The amount of time required to complete preparation activities depends on the state of the enrollee's permanent folder and how much advance preparation the staff person elects to do.

The actual transition meeting lasts approximately as long as a traditional ALP meeting, a minimum of 15 minutes.

Procedures

A simple four-step model is followed for a successful transition meeting. In these four steps 1) the individual in need of transition planning is identified, (2) the learner completes a number of exercises to help focus the transition plan, 3) a meeting is held to actually plan the transition, and finally, 4) the transition is executed and there is follow-up to ensure its success.

1. Identifying Enrollees in Need of Transition Planning

The first step in the transition process is identifying individuals in need of transition planning. These individuals include those persons who are on the verge of completing all work towards a current goal (e.g., passing the GED exam, mastering the skills they had been working on). Others in need of transition planning are those who are intending to abandon current goals. Those who abandon their current goals without any prior notice also need transition planning, but they may be the most difficult to locate and get to participate.

The program staff who work with enrollees are often aware of who is planning to move on from current goals. Whenever possible, the staff will remind such enrollees about the Transition Component and encourage them to participate in a transition meeting.

What others do...

In the case of enrollees who stop attending before staff are able to guide them toward a transition meeting, attempts at reminder contacts can be made. At some programs, two weeks after the last day of attendance, a postcard is mailed to the individual. The postcard congratulates the enrollee for having initiated the process and encourages them to (a) return to the adult education program for study, (b) contact the center staff to help problem-solve factors keeping them away from the center (e.g., child care, transportation), and (c) contact the center either to schedule a transition meeting or to request that transition information be mailed to them.
At the Labette Community College, staff send the learner a survey to gather information about a learner's absence and possible return to the program. Their form is edited for format purposes and reproduced on the following page.

ABE/GED RETENTION SURVEY

New state requirements mandate that we report the reasons for any student's failure to complete the program. Please answer as completely as possible.

We want to improve our program. To do that, we need to find out why most students stop attending. You can help us if you check the reason or reasons you stopped attending our program. Please return the form in the enclosed postage-paid envelope.

Thanks for your help. We hope the time you spent was beneficial.

REASONS FOR LEAVING

_______ Secured job
_______ Transportation problems
_______ Child Care problems
_______ Program too hard
_______ Program too easy
_______ Change in work hours
_______ Program did not meet needs
_______ Health problems
_______ Family problems
_______ Lack of interest
_______ Didn't like the films
_______ Didn't like the books
_______ Didn't receive sufficient help
_______ Other (Please explain)

I plan to return to the Program at a later date. __________ Yes

__________ No

____
Signature (optional)

DEVELOPED BY LABETTE COMMUNITY COLLEGE

2. Learners Draft A Futures Plan

After spending time in an Adult Education program, learners need a tool to help them begin to plan for their future. Mary Morningstar, the principal investigator on a Federally funded research project at the University of Kansas, developed materials to help young adults with disabilities plan for living, working, and participating in their communities. We are grateful for her work and her willingness to allow us to adapt her materials for use here. These materials are worksheets designed to help learners begin the transition process. Sections of the worksheets are to be completed independently by the learner and other sections are to be completed by the instructor and learner in a Transition Planning Conference. The Transition Planning Conference is a one-on-one discussion in which the learner and instructor can discuss any details and/or obstacles that may soon face the learner. After the learner has completed the independent exercises of the worksheet is the perfect time to set aside approximately 15 minutes for this conference.

As the instructor, begin by explaining the purpose of the worksheets and how they can help the learner. You may want to use the following script or portions of it to effectively explain these worksheets.

> **These worksheets are intended to help us organize and discuss your goals for the future and give us an idea of any obstacles you may need to overcome. Here are three pages you will be completing on your own. I will go over these three pages with you to make sure the directions are clear and then you are on your own for awhile. After you have finished these pages, we will meet again to talk about your answers and then complete the rest of the worksheet together.**

First, let's look at the "Relationship Map." (You should have this page in front of both of you while discussing it.) **This map will help you see exactly who you interact with now. Why don't you read the instructions and make sure you understand what you are to do. O.K. Do you have any questions about the directions? Notice at the bottom of the page there is a question, do not forget to answer that question. We will discuss your answers in detail during our meeting.**

Now, let's look at the "Envisioning the Future" page. This page consists of 6 questions. Try to answer these questions as best you can. If you find that you don't understand a question find me and ask, or wait until our meeting and we can discuss it and answer the question together. But, for now I want you to try and answer these questions as best you can on your own.

The last section you will complete on your own is the "Goal Setting" section. Here you are to write about your biggest goal for the future. Be specific. Write everything down you can think of about your goal. Include *how* you think you will reach your goal, how you will know you have reached your goal, *when* you want to reach your goal and anything else you can possibly think of. We will also discuss these answers during our meeting, but for now I want you to think about your goals on your own, so you can tell me about them when we meet.

You will need to set a time when you and the learner will get together again for the Transitional Planning Conference. Be sure to give the learner enough time to think about the questions, but not so much time as to allow the learner to get off task. You know your learners and can best pick an appropriate time span for a particular learner. Finally, make sure that the learner has no further questions and then turn them loose with their worksheets!

3. The Transition Meeting

The adult education program staff person conducting the meeting has a checklist to remind the enrollee of topics to cover (see Consumables section).

The learner has now had the opportunity to complete his or her three pages of the worksheet and is sitting down with you to discuss the answers and finish the rest of the worksheet. This is a crucial meeting. In this meeting, you will not only help the learner to think about upcoming obstacles and how to overcome them, but you will stimulate the learner's excitement about his or her future by making an "Action Plan." You should support the learner's goals while at the same time helping the learner refine them for obtainable success. This meeting should be fun for the learner, not an occasion for drawing attention to every obstacle and leaving the learner feeling hopeless. Obstacles should be addressed but the key is to help the learner figure out how to overcome them in order to reach their goals. After all, the learner ultimately needs to feel confident and positive about his or her future after leaving the adult education program.

Before answering the questions on the remaining portion of the worksheets, review the answers the learner gave on the three pages he or she completed independently. You must have a good feel for the learner's goals so you can discuss the means to achieve those goals as well as the possible obstacles. As mentioned before, you know your learner best and at times the answers he or she gives will need probing or further discussion. Use your best judgment to lead to the most productive transitional plan. The following is another script that may be helpful.

O.K. you have completed three pages on your own and now I would like to review your answers. Let's start with the "Relationship Map." Did you have any difficulty figuring out who was closest to you? Now, how did you answer the question at the bottom of the page? (Here, you will have to base your discussion on how the particular learner answered the question. Depending on whether he or she wants to change their current situation or not, you will know what needs to be discussed. The bottom line, whether they want to change or not, is **HOW** they plan to change or keep things the same.)

Now, let's look at your answers to the six questions on "Envisioning the future." (Again, at this point you will know best what direction the discussion should go. Your key responsibility here is to make sure that they have thought carefully about the support the learner will need. There may be important factors such as estimating the money or time necessary that the learner may not think of on their own. You need to help the learner thoroughly understand what to expect. The fewer surprises he or she faces when dealing with things after leaving the adult education program, the better.)

Next, you filled out "Goal Setting" and answered the question, "What goal are you planning for?" Did you think of more than one, perhaps? How do you think you will achieve this goal? (During this portion of your conference the student will express to you what he or she most wants to accomplish. This goal will be the basis for filling out the rest of the worksheet, including identifying obstacles and ways to overcome them, and creating the "Action Plan.")

You might also find some advantage in reviewing the learner's accomplishments in the program. These accomplishments can be tied to the goals that the learner had set on previous occasions. To review the participant's accomplishment of current goals, the enrollee and staff person together review the goals identified at the enrollee's previous ALP meeting(s).

The "product" of this phase of the transition meeting is an agreement between the enrollee and staff person as to how the goals have been accomplished.

A learner's goals in an adult education program typically are short-range goals intended to contribute to the process of realizing long-range goals. For example, passing the GED is a short-range goal that leads to a second short-range goal of getting admitted to a vocational training program, which, along with other short-range goals, eventually contributes to the long-range goal of economic independence achieved by working in a vocational area of interest. By considering how well the procedures for accomplishing the current goals have worked, the enrollee and staff person identify new short-range goals for the enrollee.

Based on completed goals and the goals planned, you may chose to spend some time discussing possible obstacles to reaching those goals. This conversation can be a reminder of the Orientation session in which roadblocks and cheerleaders were identified. The worksheet has space for listing some of those obstacles. You might want to remind the learner of the comic strip Pogo in which the caption read, "We have met the enemy and he is us."

The next worksheet to be completed together is one to identify available resources to help overcome obstacles. An important part of completing this worksheet is allowing sufficient time to recognize the many different resources available.

> **This page** (Show the page to the learner) **will help us identify how you might overcome some of the obstacles that we listed. Remember, your goal, like working on any quest, will present some challenges to you. On this page we can list some of the people, community, social service, and physical resources that are available.**

Once the resources are identified, you can proceed with prioritizing the learner's options and resources. This part of the transition planning is completed on a worksheet as well.

This page is titled "Prioritize Your Options and Resources." We know your goal, some of the obstacles you expect, and the resources you have available. Let's review these few questions and sort out the best answers. For other learners, this page has been considered one of the most important.

Go through each of the questions about resources and how to make use of them. Some of the choices may be difficult or the learner may lack some information needed to make a choice about which resource to start with first. Assure the learner that this page is just for planning and that plans change as new information becomes available or priorities shift. If the page is too distracting, move on to the next page about developing an action plan. You can always return to the questions and make different decisions.

This page will be your record of your action plan for making a successful transition and achieving your goal. I am sure you have noticed that we use lots of paper in helping learners complete their work and reach their goals. I think you will see that this page will be one of the most important you will leave our program with completed.

You told me your goal is to (review goal statement). **If you are serious about reaching that goal, you need to figure out what you need to do to get started now and the planning you will need to do down the road. You know that when you travel, you notice the road signs that tell you how close you are to the next town. Completing the steps on this page can serve as those mileage markers and tell you how close you are to achieving your goal.**

We are going to identify the immediate steps you need to take to get you started and then the "down the road" steps that you can work on over the next 3 to 6 months.

In this space we will list those immediate steps, then the target date, or "by when," you want to have completed that step, and what the outcome might be.

Help the learner get started on this task. A separate sheet of paper might be helpful for just listing numerous possible steps. You can then help sort through them. An important part of realizing the plan is to have steps that can be started immediately and completed in short order. The learner wants to feel some momentum.

4. Follow-up

Because troubleshooting may be involved in achieving a smooth transition for the enrollee to a new service agency, employment, or educational setting, the staff person can offer to be a contact person to the enrollee should they need further assistance in the future. Also, the staff person can help review the natural support resources (e.g., personnel, contact phone numbers) the enrollee could access if needed. In all of these activities, the options identified need to be realistic given the enrollee's disposition and current situation.
Encourage the learner to review the "Action Plan" and the other worksheets. These pages are best treated as resource materials or reference sheets that can be effective in follow-up activities.

Next Steps

When fulfilling the transition goals involves the adult education program and its staff, the time frame for accomplishing this step is identified by the enrollee and staff person at the transition meeting. In cases where the enrollee leaves the adult education program, contact is completed at that time with the exception of those instances when the enrollee returns to the staff person for assistance.

Tip

To maximize participation in follow-up activities, have enrollees fill out a follow-up survey before receiving a cap and gown, or even before they receive their invitation.

Consumables

- *Transition Meeting Checklist*
- *Relationship Map worksheet*
- *Envision the Future worksheet*
- *Goal Planning and Obstacles worksheet*
- *Available Resources worksheet*
- *Prioritizing Your Options worksheet*
- *Action Plan worksheet*

These consumable forms are available for your program to use and reproduce in the "Duplication Packet" of The Planner. Also included is a computer diskette (labeled "Consumables Diskette") that contains the consumables in both IBM and Macintosh Microsoft Word formats, so that you may easily alter and print your own versions.

Transition Meeting Checklist

Materials to bring to meeting:

____ *Previous goal sheet(s)*

____ *Test / Exam results*

____ *Enrollment folder*

____ *Evidence of work toward goal(s)*

____ *Work samples (portfolio)*

Advance Organizer

____ State purpose of meeting to (1) review achievement to date, and (2) set "next" goals

Status Review

____ Review most recent list of short-range goals

____ Ask enrollee which goals were actual priorities and which were actually worked on

Goal Setting

____ Confirm/Restate long-range goals

____ Identify list of short-range goals necessary to attain long-range goal

____ Prioritize short-range goals to begin work on

Action Plan

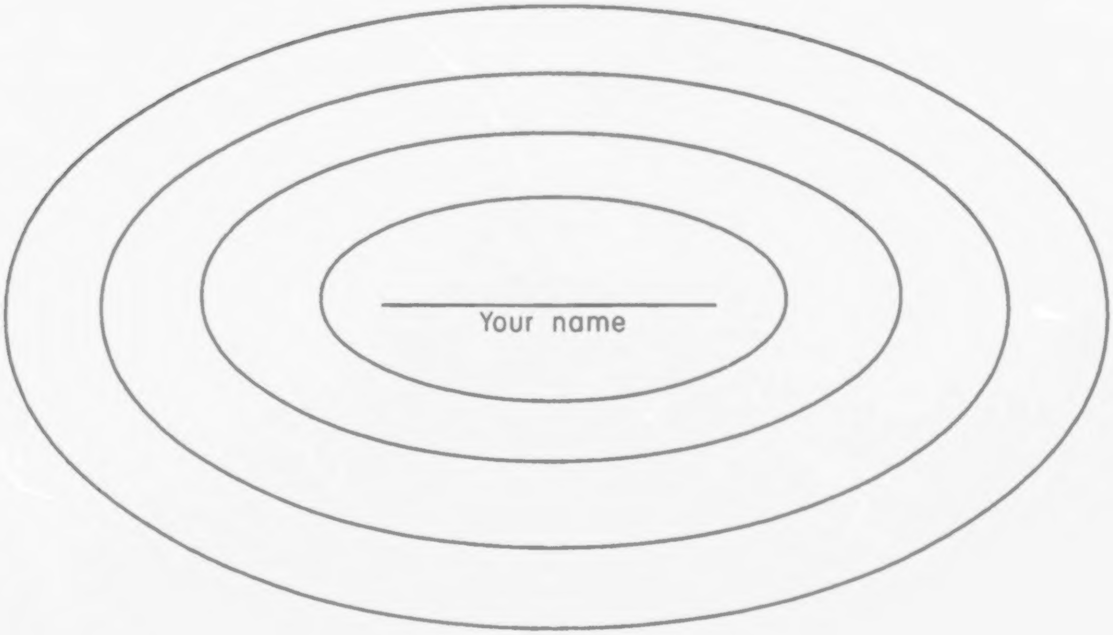
____ For each priority short-range goal: state plan for accomplishing goal

Post Organizer

____ Identify adult education program as resource for future contacts

Relationship Map

Put your name in the center. Put those people who are closest to you in the next circle. These are people with whom you spend the most time. Include family members, teachers, friends, neighbors, service providers, etc. In the next circle, put people who spend some time with you, but not as much as those in the first circle. In the last circle, put people with whom you spend even less time than those in the second circle.



* Who spends the most time with you? Family? Friends? Professionals?

* Do you want to change this?

Envision the Future

- Where do you want to be living?

Will you need support? If so, what kind?

- Where do you want to be working?

Will you need support? If so, what kind?

- How will you get to work and around town?

Will you need support? If so, what kind?

- What do you want to do in your free-time?

Will you need support? If so, what kind?

- Who will be your friends?

Will you need support? If so, what kind?

- Are there post-secondary education/learning experiences that you want?

Will you need support? If so, what kind?

The goal that I am planning for is...

Be specific.

How will you know when you have reached your goal?

When do you want to have achieved this goal?

Will you realistically be able to achieve this goal?

Obstacles...

What stands in the way of you meeting your goal?
Include such things as lack of information, service, time, money, etc.

Available Resources to Help Overcome the Obstacles...

Physical Resources - What things (money, equipment, etc.) do I have that might be helpful in working on this goal?

People Resources - What might some of these people do to help me work on this goal? (refer to Relationship Map)

Community Resources- What community groups or organizations (church, civic groups, clubs, etc.) might be helpful?

Social Service Resources - What social service agencies (school, vocational rehabilitation, etc.) are available to help with this goal?

What adult service providers are available to help with this goal?

What financial supports (SSI, Medicaid waiver, etc.) are available to help with this goal?

Prioritize Your Options and Resources...

Which resources look most promising?

Which resources would be easiest to mobilize?

Which resources will give you the most results with the least effort?

Which resources should you start with?

1.

2.

3.

4.

5.

Develop Your Action Plan...

USE THE ATTACHED ACTION PLAN FORM

What can you immediately begin to work on?
When will you have it done?
Who will help you?
What is the desired outcome?
How will you know when you have accomplished it?
What will take the most time?

ACTION PLAN

In order to reach my goals.......

What needs to take place immediately -- within the next month?

What needs to take place down the road -- within the next 3-6 months?

	By When	Outcome
Immediate Steps		
1.		
2.		
3.		
4.		
5.		
Down the Road		
1.		
2.		
3.		
4.		